

# REORGANIZATION FEASIBILITY STUDY

Prepared for

Freeburg Community High School District #77  
Freeburg Community Consolidated School District #70  
Smithton Community Consolidated District #130  
And  
St. Libory Consolidated School District #30

**Authorized By**

***Illinois State Board of Education***

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## **Preface**

The consideration of consolidating two or more school districts is a very serious decision that must be carefully reviewed by all stakeholders of the school districts. Normally Boards of Education, staff, parents, and students become the main stakeholders engaged in the consideration for reorganization. However, we must also focus on the impacts that all members of the community will experience as the result of any reorganization efforts. The bottom line of final considerations should be based upon what is best for the students. The compelling question to pursue is simply this... “Will it Be Good for Kids?”

We would like to commend the Boards of Education for Freeburg CHSD #77, Freeburg CCSD #70, St. Libory CSD #30 and Smithton CCSD #130 for their willingness to pursue the development of a study that involves examining the reorganization options that may create an opportunity to provide improved educational opportunities for all students involved. The process of establishing a reorganization feasibility study and rendering recommendations regarding possible re-organization options does not occur without the assistance of several individuals. The leadership of the district superintendents, Dr. Thomas Rude, Mr. Greg Frerking, Mrs. Tomi Diefenbach, and Dr. Ryan Wamser and their staffs has been essential to the successful pursuit of this study. And finally, we would like to acknowledge the role of the Regional Superintendent of Schools, Mrs. Susan Sarfaty, and her staff who have served as contributors to this study. The Regional Offices of Education play a very essential role in establishing and supporting the quality pursuit of education in the school districts within our State. They are essential elements in support of the State’s efforts to reorganize the school districts into units that can function at a higher level of efficiency both fiscally and academically.

## Introduction

The organizational structure of public schools has gone through many various forms since their early beginnings. Different arrangements and formats have been explored and pursued to provide the most efficient and most effective procedure for the delivery of education to the citizenry of their local communities. Throughout the United States, school administrators and school boards are presently being forced into the careful examination of the fiscal operational parameters of their schools. The worsening economy is creating much stress on the school administration and their governing bodies as they attempt to sustain the delivery of a high-quality education for all students. In Illinois, the revenue side of the budget is being heavily impacted by the failure of the State to provide the necessary funding to support the operations of the local school districts. With many of the school districts depending on general state aid to support their fiscal needs, the present delay and projected shortfall of general state aid and categorical payments in Illinois is forcing many of these schools to consider making serious cuts to their operational budget. As school administrators and school boards look for ways to cut costs, some are beginning to consider the possibility of school district reorganization and specifically the possibility of consolidation with another school district. This very tough decision is driven by the desire of these governing bodies to provide the highest quality of education for its citizenry.

School reorganization is the process of establishing a different structure for the delivery of education for a specific educational community. Very often presented as a means only to save money, the reorganization process can take on many different forms such as the consolidation of school districts into a new district or the merging of a high school and elementary schools into one unit. This is the question presently being pursued by the Freeburg, Smithton, and St. Libory School Districts.

Consolidation is the practice of combining two or more schools for educational and or economic benefits. It has been found that a consolidated school can often offer an expanded

curriculum and a more prominent identity in the community while reducing costs through the economy of scale. On the other hand, consolidation can sometimes incur numerous liabilities, especially if there are schools that will be closed that presently are the providers of community services and the sole source of identity for the community. It is sometimes difficult being the messenger who says that some school districts are simply too small to survive. Fortunately, there are now more people willing to stand up and say that for the benefit of a better education for children, school consolidation must be a serious consideration for many of our smaller school districts in Illinois.

When schools can combine small student populations into one building under the governance of a single unit, they normally can gain efficiencies of operation and management due to the economy of scale. Typically, the more efficient the operation the more likely they will be able to gain enhanced resources. School districts can leverage these additional resources to provide a better quality of education for its students. The possible enhancements to the system could include the broader curricular offerings, greater extra-curricular opportunities, and improvements to the overall educational environment.

Today's reality faces the fact that the plans for reorganization are many times met with opposition from some administrators, boards of education, faculty, parents, and other community members. These individuals tend to argue that although the schools might save money, the personal identity of the schools will be lost, and the residents could end up footing the bill because they will pay more in taxes when their district merges. However, when examined, it is found that in most situations after reorganization the flow of resources are enhanced while maintaining or even lowering the impact on the local tax payer. Naysayers also maintain that larger schools and fewer administrators mean a decrease in school unity, personalized education, and accountability.

Do the benefits of school consolidation outweigh the possible impacts on communities? Therefore, the examination of the reorganization of schools is a personal decision; a decision that

has different variables of impact from community to community. It is extremely important that each individual school district and community carefully examine all the critical elements involved in the deliberations of reorganizing schools.

## **Historical Perspective of Public Education**

When we look at the evolution of the American public education system we will find its early origins began in the 17th century. The concept of the public supporting the public educational system began in Massachusetts in 1647. It was the establishment of the Old Satan Deluder Law that required that all towns of 50 or more families provide an elementary school where teachers were required to teach not only reading and writing, but the Bible as well. Towns that held 100 or more families were required to have grammar schools. This was a school where students focused mostly on Latin and Greek. This act was a way for the local community to ensure that education was passed from one generation to the next. Puritans, also, wanted to avoid having a generation of poor and unintelligent people, and to keep that from happening, they made sure that every citizen got enough education to read so that they could understand the laws and read the Bible. Life in the 1600's was based on religion and their laws came from the Bible. The Satan Deluder Act was a follow-up to the parental neglect law of 1642. Apparently, some felt that the Law of 1642 didn't go far enough in ensuring that children got a proper education. This law, though oddly named, was a crucial turning point in American public-school education and is credited with giving rise to public education for the masses which the United States enjoys to this day.

It was in the late 18<sup>th</sup> century that Thomas Jefferson provided some of the first leadership directed at the establishment of a public-school system throughout the emerging United States. Jefferson believed that education should be under the control of the government, free from religious biases, and available to all people irrespective of their status in society.

In the early 19<sup>th</sup> century, another champion for public education emerged. Horace Mann felt that a common school would be the "great equalizer." He felt that through the establishment of the common school, poverty would most assuredly disappear and a host of moral vices like violence and fraud would diminish. In sum, there was no end to the social good which might be derived from a common school. His belief in the establishment of the common school led to his being identified as the "Father of the American School System."

### **Historical Perspective: Freeburg Community High School District No.77**

Although existing as a two-year high school for several years, it was not until 1923 that Freeburg Community High School officially graduated its first four-year class. Initially, there was just the Freeburg-Fayetteville area attending FCHS, but the Smithton, Paderborn, Floraville area came into the district in 1950-51 and St. Libory joined in 1971-72 so that there are now 122 square miles in District #77. FCHS has a current enrollment of approximately 750 and is anticipated to grow over the next few years. On staff we have 48 certificated personnel and 20 non-certified employees. Forty percent of our teachers have master's degrees. FCHS has six feeder grade schools - St. Libory G.S., Smithton Elementary, St. John's Catholic G.S. of Smithton, Millstadt Elementary, Freeburg Elementary, and St. Joseph's Catholic G.S. of Freeburg.

The old high school, built in 1927, was the typical three-story brick structure. In 1950 additional classrooms were built onto the north side and a new gym was built just south of the school. A tornado in May of 1968 demolished most of the 1927 building. Since there were some difficulties in collecting the insurance money, and the need to pass a referendum for additional classrooms due to an expanding enrollment, FCHS students attended classes all over town for the next three years. Finally, in 1971 the re-modeled north wing and the new south wing were ready for use. There were three separate buildings so students had to go outside to get from one building to the other until 1977 when the "ramp" area was enclosed to attach the north wing,

the gym, and the south wing. In 1989 a new carpeted cafeteria, a kitchen, and four classrooms were finished, and in 1997 FCHS added 14 new classrooms.

### **Historical Perspective: Freeburg Elementary School District No.70**

The Freeburg Elementary School District is the product of a consolidation of 19 districts in the Village and surrounding areas. The reorganization and consolidation and the erection of the new school was under the leadership of the Superintendent, the late Carl L. Barton. In 1974 the school was named the Carl L. Barton School in his honor. Mr. Barton served as Superintendent of the Elementary School for 26 years. Working with Mr. Barton as Assistant Superintendent was the late Leon H. Dickerson. Mr. Dickerson served the Elementary School for 21 years, first as a member of the faculty and later as Assistant Superintendent. In 1974 the new gymnasium was named the Leon H. Dickerson Gymnasium in his honor. Dr. Clarence Haege replaced Mr. Barton as Superintendent in 1974. Dr. Haege served District 70 until 1994. Following Dr. Haege was Mr. C. Lawrence Meggs. Mr. Meggs served the District as Superintendent from 1994-1998. He was replaced by Superintendent Dr. Rob Hawkins. Dr. Hawkins was replaced by Mrs. Tomi Diefenbach who presently serves as the District Superintendent.

The present Elementary School has been a pace-setter from the outset of the use of the new building. It was the first public school building in the United States to be equipped with coaxial cable to receive educational television in every classroom. In 1991 the use of television in the classroom was updated by the purchase of a satellite dish through the Parent-Teacher Association.

Since the school's inception in 1954 it has undergone several additions. In 1962 a wing was added to the south of the first building, and in 1974 a major addition brought the total square footage of the school to 72,468. The 1974 addition included a new Gymnasium, Science Lab, Special Education Department, School Office, and Library/Media Center. In 1990 the school underwent a major renovation which cost \$1.4 million.



This included all-school air conditioning and carpeting of the K-4 classrooms. 1996 saw the completion of the next major addition to the district. A cafeteria, 8 classrooms, and a band room were added.

### **Historical Perspective: Smithton Elementary District No. 130**

Smithton was founded in 1850. Originally there were two separate towns, Georgetown, and Smithton, across a shared Main Street. After years of support for combining Georgetown and Smithton grew, and it was logical to call the new town by the name of Smithton. For over 150 years, people have been moving here, building homes, and raising families, making Smithton the strong community it is. Whether you were born and raised in Smithton or because you just recently moved to Smithton, it is an amazing place to reside!

### **Historical Perspective: St. Libory Elementary District No. 30**

Very little information was available regarding the history of the St. Libory School District. The review did identify a close relationship with St. Liborius Church. Historical archives revealed that at one time there was a St. Liborius High School and a St. Liborius Grade School. It is assumed that sometime after World War II the schools shifted to a public-school setting.

The educational systems in this study are very similar to many of the other rural American educational programs. However, it is important to note that our system of education differs from the systems of education that exist in other nations. One of the main differences is that in America the primary responsibility for educating its people is the responsibility of the states and the local school districts. This pursuit of equity of education for all students has been a challenge for our communities and our states. Many attempts have been made to create a guarantee of equitable public-school opportunities for all students; however, in most cases the efforts to achieve this desired status has failed. In reality we have found that where you live will dictate the quality of your public-school education. In Illinois, like many other states, we have realized that the quality of education is very dependent upon the availability of both local and state resources. In Illinois, the

struggle to provide the highest quality of educational programs brought about an early realization that total equity most likely will not be achieved. Therefore, the best that Illinois and other states can do is to pursue the establishment of an adequate education for each of its students.

Each year the State of Illinois determines a foundation level for each student based on the total amount of funds appropriated. The General State Aid Formula is basically a foundation approach with three separate calculations, but for nearly 80% of the school districts in Illinois the “Foundation Formula” calculation serves as the means through which they receive their fiscal assistance from the state. The foundation level represents a minimum level of financial support to provide a basic education per pupil. This foundation formula is best described as the adequacy level for education. In other words, it attempts to respond to the question of how much money is needed to provide an adequate not equitable but adequate educational program for the students in Illinois. The foundation or adequacy level for 2016 was set at \$6,119 for general state aid payments to be made during the 2016-2017 academic year. Recognizing the fact that local wealth and resources vary from one community to the next, the general state aid formula attempts to distribute state dollars to assure that, at a minimum, all districts can support their students at the foundation level. The formula is designed to distribute more aid to poorer districts and a minimum amount to wealthier districts. The amount of state aid that districts receive is basically the difference between the foundation level and the available local resources multiplied by the number of students (average daily attendance).

Many times, the struggle to attain the best possible system of educational services has caused the local school administration and governing bodies to examine the economy and efficiency of their present educational delivery system. The unpredictability of local and state support along with declining enrollments is usually the catalysts for these examinations. In Illinois funding for education has varied dramatically over the years depending on the fiscal integrity of the state and the availability of local revenue sources. These self initiated examinations by school boards have in many situations evolved into the discussion and consideration of possible

reorganization of their school districts, specifically the consolidation of the school systems into a more efficient and effective structure.

In the United States, school districts have been consolidating since early in the last century. This occurred at a time when there were several school-initiated unifications happening that helped to reduce the number of the nation's school districts from 13,588 to 17,995. However, since those early efforts we have seen consolidation at the national level slow to a much more reduced pace.

The reorganizations of school districts in Illinois can be traced back to around 1899. It was at this time that some of the first considerations were given to the concepts of efficiency and economy of scale. The actual first official consolidation petition was initiated in 1903. However, not much activity occurred after that early petition. It was not until 1946 that school consolidation began to take on a more serious consideration in our state. Illinois Governor Adlai E. Stevenson targeted school consolidation as an issue that his newly elected administration would confront. At that time in Illinois, there were around 11,000 separately established school districts ranging from one-room schoolhouses in the rural regions to the district that served the entire city of Chicago. Each had its own board, budget, and administrator. This post war effort to reduce the number of Illinois school districts was very successful. Beginning in 1947, the 11,000 school districts started declining and reached a consistent existence of approximately 1,000 by the mid-1950s. The massive reduction came as the result of the closing of the many emotionally embraced "one room" schools. Many of these "one room" schools came together to form the Community Consolidated School Districts that presently exist throughout the state. Since the early efforts of the Stevenson administration, there has been little progress to reduce the number of school districts in Illinois. Today there are 852 school districts operating in the state of Illinois. That would indicate a reduction of only 148 school districts in the past sixty-five years.

The School Reform Package of 1985 was supposed to address the problem of school consolidation. One of the 169 measures in the package was Senate Bill 730, which required Regional Offices of Education to establish reorganization committees. These committees were then directed to look at all unit districts within their jurisdictions that had fewer than 1500 students, all elementary districts with fewer than 1000 and all high school districts with fewer than 500. When the consolidation legislation of 1985 was passed, discussions were undertaken by small districts everywhere on the belief that consolidation was a "done deal." However, the consolidation initiative died because many of the politicians, including Governor, James R. Thompson, were concerned about the impact that this legislation would have on their ability to be re-elected to their political positions. Therefore, the proposed legislation slowly slipped into the proverbial fog that has consumed many of the best intentions of the Illinois political governance system.

## **SCHOOL CONSOLIDATION**

### **WHAT IS STANDING IN THE WAY OF SCHOOL CONSOLIDATION TODAY?**

Some would argue that the strongest opposition comes from a fear of losing another community institution. That indeed could be a major roadblock to consolidation simply because schools have remained long after the business district died, the general store closed, or the post office was relocated. These schools serve as the only remaining remnant of former communities. We have found in working with schools on the reorganization reviews that one cannot discount the value placed on the local events held at these community schools. It is events such as an annual chili supper, fall festival and the Pee Wee Basketball Tournaments that bring together the members of local community and continues to nurture the emotional connections to these last vestiges of the community's identity. Communities often resist consolidation to protect their sports teams. But in some places, school districts have lost so many students they can no longer field a starting lineup and face little choice

except to merge operations to sustain reasonable quality athletics and academics for their students.

Carr P.J. & Kefalas, M. (2010)

Another factor that seems to stand in the way of the school consolidation is the unwillingness of many of the boards of education to consider the merger of the governance process; this may be as much a hindrance as the possible emotional loss of the community identity. However, as schools statewide are being faced with unprecedented fiscal concerns, the idea of merging small districts has moved to the top of the agenda both at the local and at the State level.

### **WHAT ARE THE POSITIVE EFFECTS OF SCHOOL CONSOLIDATION?**

Consolidation of schools has both curricular and financial advantages. First, it often enables the consolidated schools to share courses and facilities. Sharing results in a more varied curriculum because fewer classes are dropped due to low enrollment. Expenditures for capital improvements and basic maintenance are reduced because there is no need to upgrade or maintain duplicate facilities. Because consolidation often combines classes and increases their size, fewer teachers need to be employed. Consolidated schools, moreover, do not normally employ as many administrative personnel as did the separate schools.

Consolidation of schools also can produce psychological benefits. When combined, schools often gain a confidence and an identity in the community they did not previously possess (Kay 1982). Sports programs and co-curricular activities flourish in consolidated schools because of combined funding. Additional co-curricular activities are often offered.

The argument to consolidate the smaller school districts in Illinois has been based upon several assumptions: (1) potential cost savings that could accrue from the combining of the districts; (2) greater administrative effectiveness and operational efficiencies; and (3) fiscal benefits due to the economy of scale; (4) additional co-curricular activities; (5) and most important the educational advantages for all students.

In Illinois, many districts would realize cost savings from a reduction in superintendent salaries and from the overall fiscal efficiencies that economies of scale would provide. There are approximately 842 men and women who serve as school superintendents in Illinois (a few serve as superintendent in more than one district). Many are paid on a full-time basis to run a single building with fewer than 500 students. Each of the 852 school districts have a board of education consisting of seven elected persons, which means there are approximately 5,964 board members ( $852 \times 7$ ) who are overseers of local education in the state. Many would argue that the governance of the schools needs to be streamlined. For example, in one Southern Illinois County with a population of approximately 32,000, there exist 17 school districts and 119 school board members. When we examine the governance systems in other surrounding states we find a much more streamlined system of governance. For example, in Kentucky, there are 174 school districts. Each of these school districts are governed by school boards made up of five elected members. This equates to a total of 1,249 school board members in the entire state ( $5 \times 174$ ). This is nearly one sixth of the total school board members that presently govern in Illinois.

Many of the school districts in Illinois are so small that they realize no benefit from the concept of economy of scale when it comes to the expenditures of operating their school facilities and educational programs. They realize no competitive advantage in contracting for operational equipment, food, maintenance supplies, textbooks, supporting instructional materials and technology. Suppliers tend to provide the largest discounts to the higher-volume buyers. In many situations smaller school districts have attempted to gain from the benefits provided from economy of scale by establishing consortiums and buying partnerships with other school districts. One example of this effort can be found with the

Egyptian Trust Consortium that provides health insurance to many school districts in Southern and Central Illinois.

Administrative effectiveness often results from an increase in role differentiation. Because a small district superintendent has only a building or two, he or she usually serves as a principal and as the district business manager. These duties are in addition to serving as the chief executive officer responsible to the board of education for the oversight of the curriculum and as the legal administrator for state mandates and local board policies. This causes a serious fragmentation of effort and responsibility. Consolidation would increase the number of children and the financial base of the district to the point where such role differentiation would be feasible.

The financial advantages to consolidate usually are represented by the increased operational efficiency of the school districts, the possible enhancement of revenue from the General State Aid and the reorganization incentives that are offered by the State of Illinois. However, it is important to note that each reorganization consideration can result in dramatically different fiscal benefits and enhancements. Therefore, each situation must be carefully analyzed, and each consolidation consideration must examine the projected levels of efficiency and the potential for increased revenue. In some instances, school districts have explored consolidation only to discover that peculiarities in the state financial aid formula would result in less state aid with consolidation.

The Illinois State Board of Education maintains a "Watch List" of districts that are in financial trouble. If these public districts were private businesses, they would have declared Chapter 11 bankruptcies years ago. Just as Chapter 11 provides the opportunity for reorganization, schools on the Financial Watch list should see this situation as a similar opportunity to review the fiscal health of the district and to examine the possible benefits that can be derived from the merger with one or more school districts.

Board members must take time to become aware of the impact that consolidation can have upon students, instruction, district governance, finances, and the community. Consolidation is not without risk, pitfalls, and controversy. It requires much additional effort from administrators and teachers to ensure its success and needs a commitment from the general community to support the goals of consolidation. Hence, options that cannot earn professional, community or taxpayer support may not be viable.

Support received from stakeholders will be dependent upon:

- Expanded student opportunities
- Potential long-term savings related to building renovation and shared construction
- Lower administrative costs
- Keeping the best of existing district instructional programs and teacher expertise
- Motivation to plan the district's own destiny
- Finding lower costs and higher efficiencies.

Educationally, there are good reasons to consolidate. When a small high school can only meet the state mandated curriculum by stretching itself as thin as to become transparent, it is time to take action. Educational advantages become especially apparent at the middle school and the high school level where departmentalization is common. Small high schools and junior high/middle schools have great difficulty in meeting the required state curriculum. In attempting to do so, teachers are sometimes assigned to teach courses for which they possess only the absolute minimum legal requirement. Many of these schools looking into consolidation cannot offer foreign languages, advanced mathematics, or advanced science courses. Even ordinary subjects like algebra, geometry, biology, and chemistry are offered on an "every other year basis." This is not a satisfactory solution for the student who moves into the district during the "off year when the subject needed was taught the year before.



## **TRENDS IN CONSOLIDATION**

Serious consideration for consolidation has been in existence for some time. Much of the initiative with consolidation began with the movement to consolidate many of the one room schools that existed throughout this country. This movement began in 1918 as a reaction to the perceived academic weakness in rural and small schools. This served as a catalyst for broader based consolidation efforts that took place during the 1940's and 50's. Ravitch (1984) reports that, while total enrollment in elementary and secondary schools nearly doubled from 1945 to 1980 (from 23 million to 40 million), the number of schools dropped from 185,000 to under 86,000. During the 1970s the number of schools in the country declined 5 percent.

## **ISBE WAIVER PROCESS**

If the present reorganization efforts will not afford the districts an opportunity to pursue efforts to restructure their existence, then they can pursue the ISBE Waiver Process. The Waiver Process has been established by ISBE to allow school districts desiring to reorganize to bypass the legislative statutes. For example: In this study all four of the districts would have to be represented on the petition for legislative reorganization options. However, if only three wishes to pursue a petition, then those three would have to request waiver. Basically, they would be requesting a waiver out of the "substantially coterminous" requirement, which is what requires all four to be on the petition. If the three districts are successful in waiving out of that requirement, then the three districts could advance a petition and potentially get it to referendum vote (if it gets through all its steps) without including the fourth.

In this example, Smithton EL, Freeburg EL, and Freeburg HSD would each have to complete the waiver process and file the same waiver. If approved, it would allow them to pursue a referendum question with just the three of them, without St Libory being represented on the petition or at the referendum vote.

ISBE has approved a waiver of this same issue. United Twp. HSD has five elementary feeder districts. Two of the elementary districts did not want to pursue any reorganization attempt. The high school district and the remaining three elementary districts each filed a request to waive out of the “substantially coterminous” requirement. Their waivers were approved. At this point, the districts have not carried forward with an actual petition, but they still have their approved waivers for approximately another year and a half.

The application deadline for the Fall 2018 Waiver Report is Wednesday August 15, 2018. Applications for modifications of the School Code, or for waivers or modifications of the State Board’s administrative rules are *not subject to the postmark deadlines for waivers of the School Code*. However, in all cases approvals for any of these requests must be granted before the request can be implemented.

Please Note: The process for applying for a modification of the School Code, a waiver of State Board rules, or a modification of State Board rules is *the same process as the one* used in applying for a waiver of a School Code mandate

### **FACTORS THAT MUST BE CONSIDERED IN CONSOLIDATION?**

Over the years many justifications have been offered for considering the reorganization of schools and specifically the consolidation of these individual units into a merged existence. The justifications have been led by the concept that larger schools can perform at a higher level of efficiency than their smaller counter parts. It has often been suggested that the merged unit would be able to offer an improved educational program for all the students.

However, (Beckner and O’Neal 1980) in their study pointed out the benefits of small schools and questioned the effectiveness of school reorganizations. In their study, they

pointed out that in many situations the smaller schools have shown to be able to perform functions that are impossible in larger schools. Small schools usually provide closer relations between faculty and administration, a smaller teacher-pupil ratio, and an enhanced potential for individualized instruction.

School districts looking at the possibility of consolidation must invest adequate time to carefully examine their community and to determine the possible impact that consolidation of the local schools may have on the overall stability of the community. According to Kay (1982), a leading research analyst in the school consolidation field, a school system "considering consolidation ought to investigate the nature, extent, and strength of other community institutions and social service agencies serving any community facing possible loss of its schools."

It is critical that all parties impacted by potential reorganizations should be provided the opportunity to actively engage in discussion and debate related to the proposed mergers. Yes, we must carefully review the research and the related concerns of economic efficiency and school size; however, these items alone should not be allowed to totally discount the effect of school consolidation on the community. Only by granting equal importance to all the major factors can decision-makers ensure that "narrow concerns about formal schooling do not unconsciously override broader educational concerns and the general well-being of the community to which those broader educational concerns are intimately connected" (Kay 1982).

One of the major factors that can contribute to the benefits of consolidation is the concept of economy of scale. Economy of scale can be defined as the reduction in cost per unit resulting from increased production, realized through operational efficiencies. Economies of scale can be accomplished because as production increases, the cost of producing each additional unit falls. We can relate these business definitions to the

calculations of the cost necessary to provide a quality educational program for each and every child in our school districts. It is important to note that for many small school districts the benefits that can come in relation to economy of scale normally evades them. In many situations this usually prevents them from being able to receive certain fiscal advantages within their operations. Small school districts have a harder time funding a wide array of programs and normally end up providing a basic adequate program for the students. For example, the cost of providing a course in Calculus for two students becomes much more expensive than providing the same course for fifteen students. It is normally apparent to the investigator that the larger schools due to their increased enrollment, enhanced revenue can provide more diverse curriculum offerings needed by students to get into college and find jobs.

Although different needs have driven reorganization in the past, the critical areas of concern today are the educational opportunities reorganization provides students and the fiscal viability of school districts to provide the highest quality educational opportunities. School District Reorganization is the umbrella term which includes consolidation, school district conversion, partial elementary unit district formation, annexation (detachment and dissolution), high school deactivation, and cooperative high school attendance centers. Districts can receive financial assistance from the State in order to hire a consultant to conduct a School District Reorganization Feasibility Study. Feasibility studies are a tool to be used by school districts wanting to investigate the advantages and/or disadvantages of reorganization options.

Effective Date	County	Type of Reorganization	Annexed to or New School District Formed	School District Dissolved or Deactivated
7-1-12	Bureau	Annexation (7-2a(b)Dissolution)	Ladd CCSD 94 Princeton ESD 115	Leepertown CCSD 175
7-1-12	Douglas/ Moultrie	Annexation	Arthur CUSD 305	Lovington CUSD 303
7-1-12	Whiteside	Annexation (7-2a(b)Dissolution)	Rock Falls ESD 13	Riverdale SD 14

Effective Date	County	Type of Reorganization	Annexed to or New School District Formed	School District Dissolved or Deactivated
7-1-13	Knox/ Fulton	Consolidation	Abingdon-Avon CUSD 276	Abingdon CUSD 217 Avon CUSD 176
7-1-13	Whiteside/ Lee	Consolidation	East Coloma-Nelson CESD 20	East Coloma SD 12 Nelson Public SD 8

7-1-14	Iroquois	Consolidation	Milford Area Public SD 124	Milford CCSD 280 Milford TWP HSD 233
7-1-14	Douglas/ Piatt	Annexation	Arthur CUSD 305	Atwood Hammond CUSD 39
7-1-14	Richland	Annexation (7-2a(b)Dissolution)	East Richland CUSD 1	West Richland CUSD 2
7-1-14	Bureau/ LaSalle	Deactivation	Tuition to: Dimmick CCSD 175	Cherry SD 92 (k-8)

7-1-15	Jefferson	Consolidation	Spring Garden CCSD 178	Dodds CCSD 7 Ina CCSD 8
7-1-15	Vermilion	Consolidation	Salt Fork CUD 512	Catlin CUSD 5 Jamaica CUSD 12
7-1-15	Jefferson	Hybrid Formation	Bluford Unit SD 318	Bluford CCSD 114 Webber TWP HSD 204
7-1-15	Jefferson	Hybrid Formation	Woodlawn Unit SD 209	Woodlawn CCSD 4 Woodlawn CHSD 205
7-1-15	Washington	Annexation (7-2a(b)Dissolution)	Nashville CCSD 49	Hoyleton Cons SD 29

7-1-16	No Reorganization Effective with 2016-2017 School Year			
7-1-17	LaSalle/ Bureau	Consolidation	Dimmick CCSD 175	Dimmick CCSD 175 Cherry SD 92
7-1-17	Vermilion	Cooperative HS	Bismark Henning Rossville Alvin Cooperative High School	Bismark Henning CUSD 1 (9-12) Rossville Alvin CUSD 7 (9-12)

<b>2017-2018 Totals:</b>	<b>Number of School Districts:</b>	<b>Another LEA's</b>
	Elementary..... 368	Cooperative HS..... 2
	Secondary..... 97	
	Unit ..... 386	
	IDJJ..... 1	
	<b>Total..... 852</b>	

*Data Received From- Illinois State Board of Education School Business Service Division, July 2017*

School districts like many other institutions are very resistant to change. This resistance is natural due to the nature of organizations preferring to maintain the comfortable stability of complacent continuance. In many situations, additional incentives must be offered to encourage the school districts to take on this uncomfortable change initiative. Fortunately, in Illinois an impetus to promote reorganization consideration began in 1983 when the General Assembly established financial incentives for newly consolidated districts. Since that time, these same incentives have been authorized for other types of reorganizations. Except for high school deactivation and cooperative high school formation, all other types of reorganization may qualify for these incentives.

Michelle Henninger with the Illinois State Board of Education stated interest in reorganization seems to be increasing. She indicated “we’ve gotten a lot more calls from those interested in asking questions about reorganization, board members, district personnel, and citizens, the calls seem to have picked up from all categories” (Personal Interview March 2011)

The state House passed HB 1216 in 2012 which called for the creation of the School District Realignment and Consolidation Commission, whose purpose was to recommend the number of school districts needing to reorganize in Illinois to the governor and the General Assembly. The commission was also responsible for advising the optimal amount of enrollment for a school district and where consolidation and realignment would be beneficial. By July 1, 2012 the commission was required to submit a report with its recommendations to the General Assembly. Their results included the following recommendations:

- 1) Require the State Board of Education to complete feasibility and efficiency studies for districts in counties with small and declining school-age populations, subject to a specific appropriation for the purposes for carrying out the recommendation
- 2) Require the State Board of Education to convene a study group to develop a district efficiency profile calculation, giving consideration to performance, finances, demographics and size, subject to a specific appropriation for the purposes of carrying out the recommendation
- 3) Allow non-contiguous but compact school districts to reorganize if contiguous school districts reject reorganization
- 4) Permit districts under 750 student enrollments to dissolve with or without referendum
- 5) Establish a hold harmless provision that would maintain grant and entitlement funding levels for four years following a dual district to unit district reorganization
- 6) Implement a tax inequity “step-down” for dual district to unit district reorganization
- 7) Pilot a reorganization school construction program
- 8) Allow for a delayed reorganization effective date
- 9) Convene a commission to review and revise reorganization incentives

***Data Received From- Classroom First Commission: A Guide to P-12 Efficiency and Opportunity.***

***Lieutenant Governor Sheila Simon, July 2012***

Needless to say, all of these recommendations have not been implemented. But it does give school districts a basis to formulate discussions regarding the school consolidation initiative. As we have stated over and over, the ultimate decision regarding school consolidation rests within the people of the districts involved in the study.

### **Reorganization Incentives**

Financial incentives are available for reorganization options except for detachment and annexation and high school deactivation.

Currently, the Illinois State Board of Education actively supports school districts that are considering one or more of the approved reorganization options. The consultants do want to point out that with the change in the state aid formula, these current incentives could be delayed. The new state aid formula funding results were just distributed to the school districts in early April 2018. Currently, ISBE provides four major incentives to school districts that agree to consolidate:

- **Evidence Based Funding Model Difference:** paid if the EBF funding for the newly reorganized district(s) for the first year of existence is less than the EBF funding would have been that same year based on the previously existing district's elements that are utilized to determine adequacy targets for funding. Please note that the calculations for EBF Funding Difference Incentive has not been completed by the Illinois State Board of Education and is not included in the incentive section for this report.

- **Salary Difference:** for teachers employed in each newly reorganized district who were also employed in one of the previously existing districts, calculates the difference between what those teachers were paid in their original district for the last year of existence and what they would have been paid if placed on the highest salary schedule of the districts forming the newly reorganized district



- **Deficit Fund Balance:** calculates each previously existing district's fund balances by combining the Education, Operations and Maintenance, Transportation, and Working Cash funds; if any previously existing district has a combined deficit fund balance, the incentive pays the difference between the lowest deficit and the other deficits; a positive combined fund balances is considered a deficit of \$0; for districts with a deficit, an additional calculation compares current year expenditures to prior 3-year average expenditures, with the incentive being reduced by the excess if the current year expenditures are greater than the prior 3-year average
- **\$4,000 per Certified Staff:** \$4,000 paid for each full-time, certified staff member employed by each reorganized district

However, even with the state providing payment for feasibility studies and the lucrative incentives we are finding few school districts that are willing to pursue the concept of reorganization.

At this time in Illinois a joint commitment on the part of Legislature, Governor and State Superintendent of Schools is needed to support expansion in the reorganization of schools. These officials, in concert, could provide the needed momentum to move the consolidation effort forward at a more effective rate in the state. Without this joint governmental effort, we will continue to see an anemic attempt to bring higher levels of efficiency to operating our educational system in Illinois.

Meeting the educational needs of all students has always been a challenge. Today that challenge has been amplified with the multitude of needs and concerns that face public education. The declining population in some schools coupled with the decline in revenues makes the consideration of school district reorganization a reality of necessity.

Presently in Illinois there exist approximately 200 single building school districts. These districts are working very hard to provide the highest quality of education possible for each of their

students. However, many of those districts are experiencing enrollment declines and revenue shortfalls that make it increasingly difficult to maintain the level of quality that their public demands and that their students deserve. With the prospects of continuing declines in enrollment and continued budget shortfalls, a number of these districts are actively reviewing the reorganization options outlined by the Illinois State Board of Education.

### **PRESENT TYPES OF REORGANIZATIONS:**

**Consolidation** is the merger of two or more existing districts to create a new district and requires:

- ⇒ Voter signatures or school board action
- ⇒ Public hearing conducted by regional superintendent
- ⇒ Approval by State Superintendent
- ⇒ Successful referendum

**Annexation** is the incorporation of a portion or all of one school district into another school district and requires:

- ⇒ Voter signatures or school board action
- ⇒ Public hearing conducted by regional board of trustees
- ⇒ Regional board of trustee's approval
- ⇒ Referendum approval (for annexation of entire district)

**School District Conversion** is the formation of a single new high school district and new elementary districts based upon the boundaries of a dissolved unit district and requires:

- ⇒ Voter signatures or school board action
- ⇒ Public hearing conducted by regional superintendent
- ⇒ Approval by State Superintendent
- ⇒ Successful referendum

We now move on to school district comparisons.

**High School Deactivation** is the deactivation of a district's high school attendance center and sending its students in grades 9 through 12 to one or more other districts once all districts agree and requires:

⇒ Board resolution to deactivate

▶ Successful referendum

▶ Tuition agreement by the affected districts

**Cooperative High School** is the establishment of a jointly operated high school by two or more contiguous unit or high school districts, each with grades 9 through 12 enrollments of fewer than 600 students while retaining the affected districts' school boards and requires:

▶ Board resolution by all boards affected

⇒ Successful referendum

⇒ Cooperative agreement by the affected District

# Transportation Report

## GENERAL INFORMATION

A major issue that must be considered during any discussion of the consolidation of school districts is the one dealing with student transportation. This issue is magnified even more with the past actions taken by the State of Illinois in reducing the reimbursement amounts for student transportation. Another issue is the rising cost of fuel. In 2013 then Illinois Gov. Pat Quinn called for massive cuts and the possibility of elimination of state spending on school transportation. This was the start of the decline in funding that continues today.

Specifically, if the consolidation of school districts requires an increase in the number of miles traveled by a district's busses, the cost of these additional miles could use up any potential financial benefits that could be found through a consolidation. In addition, if the consolidation reorganization of routes may cause students to ride much longer on school busses to and from their schools, parents may be reticent to accept such a new requirement imposed on their children due to a consolidation. These specific challenges could be minimized by individual contact with the parents/guardians of the new district's students.

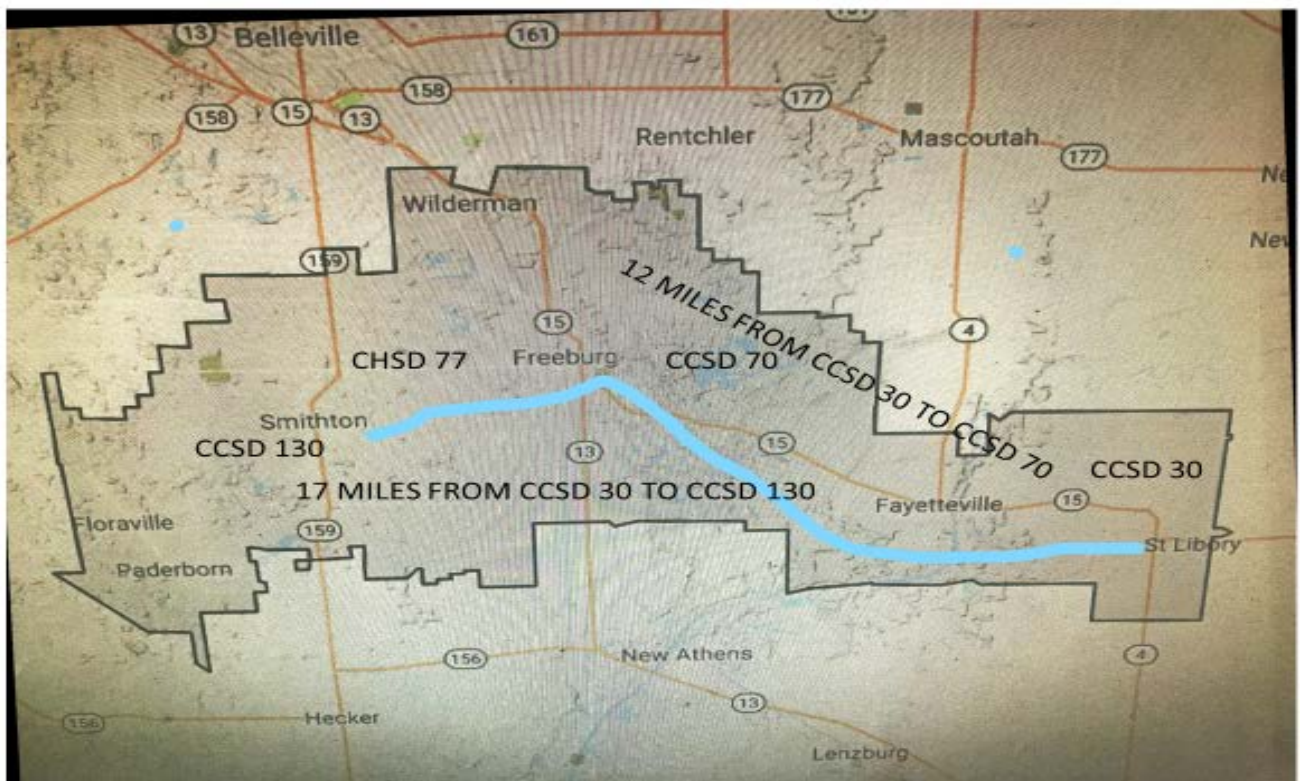
After reviewing current district bus routes, interviewing administrators to discuss their thoughts, and reviewing the mileage between current attendance centers, it appears the impact on student transportation would be minimal if the school district reorganization efforts maintains the present district profile. However, if a different attendance center pattern is established the additional time and miles could impact those students enrolled at St. Libory.

When considering the merger of two or more districts, transportation concerns tend to center around the length of bus routes, the amount of time students will be on the bus, whether shuttles between towns will be added or expanded and whether transportation costs will have to be higher and, if so, how much. These four school districts have typical transportation programs although varied in one way or another.

The study addressed these considerations and concerns. The report includes general information about the four districts. The four districts, Saint Libory, Smithton, Freeburg Community High School and Freeburg Elementary own 31 large busses, run a total of 28 regular routes and 4 special routes per day. Saint Libory contracts with South West Illinois Bus Company for one bus. The four districts transport a total of 1,547 regular students for a total cost of \$595,906.

### **TRAVEL TIME**

As provided by the Administrators in the region, the travel time between the primary communities of Smithton and Freeburg is not significant. However, the distance from St. Libory to the other three communities is approximately 12-17 miles. The Primary miles from Smithton to Freeburg is 3.4 miles; from Smithton to St. Libory is 17 miles; from St. Libory to Freeburg is 12 miles. A commonly cited standard for one-way length (duration) of school bus rides for elementary children is 30 minutes.



## **GENERAL TRANSPORTATION DATA**

Table #1 shows some significant differences in the cost per mile for regular transportation per student for 2016-17 school year, with Freeburg 70 spending \$4.13 per mile; Freeburg 77 spending \$3.40 per mile; St. Libory spending \$5.93 per mile; Smithton spending \$4.65 per mile. Table #1 also shows significant variances in the cost per mile for Special Education, with Freeburg 70 spending \$3.79 per mile; Freeburg 77 spending \$3.38 per mile; with St. Libory spending \$2.51 per mile; and Smithton spending \$5.75 per mile. The cost per student also varies from District to District. The yearly cost per regular student ranges from a high of \$875.38 to a low of \$317.43. The districts' cost per mile ranges from \$3.40 to \$5.96 for the 147,383 miles of regular routes and from \$2.54 to \$5.75 for the 72,011 miles for special routes. The total for extra-curricular miles was 29,315 and the costs ranged from \$0.00 to \$3.66 per mile. In each district, the district superintendent administers the transportation system. One factor for this extreme difference in per mile could be related to the fact districts sometime transport small numbers of students via a separate bus. The districts combined square miles located in St. Clair County include a total of 125 square miles.

1) REGULAR TRANSPORTATION: (Full size bus) RATE PER BUS PER DAY BASED ON ONE AM AND ONE PM ROUTES PER DAY \$210.00 per bus per day: x 1 bus x 174 days per year = \$36,540.00 (A) Annual Cost (Number of buses may change yearly according to demand and routing.)

## **DISTRICT TRANSPORTATION BALANCES**

District balances remain strong for all districts except for Saint Libory. A review of projected FY 18 transportation balances shows fund balances for the districts as follow: Freeburg CUSD 70 \$479,407; Freeburg CUSD 77 \$383,431; Saint Libory \$753; Smithton \$483,101.

<b>TABLE 1 Transportation Information</b>					
<b>School District</b>	<b>Freeburg 70</b>	<b>Freeburg 77</b>	<b>St. Libory 30</b>	<b>Smithton 130</b>	<b>Totals and or Average</b>
# of Busses Owned	14	12	0	5	31
Other Vehicles	2	0	1	0	3
<b>REGULAR ROUTES</b>					
# of Regular Routes	12	10	1	5	28
Regular Route Costs	\$278,670	\$171,186	\$39,392	\$106,658	\$595,906
No. of Students	630	536	49	336	1,547
Cost Per Student	\$442.33	\$319.38	\$875.38	\$317.43	\$385.20
Total Regular Miles	67,517	50,304	6.612	22,950	147,383
Total Cost Per Mile	\$4.13	\$3.40	\$5.96	\$4.65	\$4.04
<b>Special Education Routes</b>					
# of Routes	1	1	1	1	4
Route Costs	\$100,307	\$70,348	\$43,593	\$41,296	\$255,544.00
No. of Students Transported	6	13	4	4	27
Cost Per Student	\$16,717.83	\$5,411.38	\$10,898.25	\$10,574.00	\$9,501.63
Route Miles	26474	20817	17365	7355	72011
Cost Per Mile	\$3.79	\$3.38	\$2.51	\$5.75	\$3.12
<b>Extra-Curricular/Other Non-Reimbursable</b>					
Extra-Curricular Cost	\$12,297	\$75,759	\$0	\$381	\$88,437
Extra Curricular Mile	3,640	25571	0	104	29315
Cost Per Mile	\$3.38	\$2.96	\$0.00	\$3.66	\$3.02
<b>Beginning Fund Balance July 1, 2017</b>					
2016-17	\$544,952	\$490,674	\$1,953	\$527,908	
<b>Budget Expenditures(Est)</b>					
2017-18	\$466,499	\$510,771	\$63,600	\$191,850	
<b>Fund Balance (Est) June 30, 2018</b>					
2017-18	\$479,407	\$383,431	\$753	\$483,101	

## **DISTRICTS COOPERATIVE EFFORTS**

Three of the school districts are to be commended for establishing cooperative efforts in the transportation of their students. Presently Freeburg CUSD 70 serves as the coordinator for the management, maintenance, and scheduling of busses for the three school districts. Each district independently own their busses but the operational parameters are based with Freeburg CUSD 70. St. Libory has a contract with Southwest Illinois Bus Company.

## **QUESTIONS AND CHALLENGES**

After conversations with the Superintendents, some of the challenges and questions mentioned were as follows:

1. More information is needed to determine possible benefits and complications. This would include a combination of owned busses, district ran versus contracted transportation. Possible location of a central bus garage to start routes and provide maintenance and repair.
2. Determination of where the busses would be housed at night to save fuel would need to be made. Possibilities of utilizing the bus driver's home, central garage, or school facility.
3. Configuration of routes to maximize student benefits or time and comfort and district needs are needed.
4. Multiple variables could develop by combining five different distinct districts. Including possible capital development funding and incentives for new buildings. Another variable could include High School and possible concurrent routes.
5. Proposed transportation funding legislation could dramatically impact district budgets and overall transportation systems.
6. How would population growth of the districts affect defined reorganized routes?



7. How will after school changed routes impact programs?

### **CONSIDERATIONS FOR NEW DISTRICT LEADERS**

Some areas to review with the new district leaders would include the following possibilities:

1. Due to the inter-weaving that occurs with Freeburg CUSD 70, Freeburg CUSD 77, Saint Libory CUSD 30 and Smithton CUSD 130 some of the current routes could be merged into single routes.
2. Districts currently run a variety of routes to take students to various special programs, which could be merged into single trips of students from the new consolidated district.
3. The distances geographically between school districts except for Saint Libory are relatively short compared to what is seen in most school district consolidations in Illinois. The actual mileage and travel times between the towns of Freeburg, Saint Libory and Smithton CUSD 130
4. Savings may be realized through the consolidation of transportation administrative and maintenance services along with less of a need to maintain the same number of “spare” busses as are currently needed by the five districts running their own transportation programs.
5. It appears that current maintenance facilities and bus storage areas may be sufficient to support the needs of the newly formed school district. A Centralized location may be considered based on the districts that make reorganization decisions.

### **ADDITIONAL FACTORS THAT MAY IMPACT COSTS**

Factors that should be considered that would potentially increase the cost of transportation would include:

1. Any new configuration of attendance centers by the new school district. The new Board of Education will be reviewing how they might configure the grade level attendance centers within existing facilities in each of the current districts. For example, a possibility exists that the new district could include a middle level (5-8 or 6-8) grouping housed in one of the current facilities.

2. How the newly consolidated district's board of education would establish a series of "activity bus" routes to aid students and parents with the increased distances that parents may need to travel to pick up or deliver their students to before or after school activities such as clubs, music/drama groups and athletic team practices and games.

### **CURRENT LEADER RECOMMENDATIONS**

Some of the recommendations mentioned during the conversations held with the District Superintendents include:

1. Prepare individual student/ family and district questionnaires to determine the individual student and family needs. This information could provide valid information to the four Boards of Education for decision-making, as well as the new board and decision makers. Information provided could include the possibility of some of the parents taking their children to school with the district taking them home or vice versa.
2. Build on the existing cooperative transportation efforts. The present arrangement could serve as the format of operation for the new district.

### **COST SAVING OPPORTUNITIES**

As discussed earlier in this report, some transportation costs are obviously being saved because of the consolidation of administrative and maintenance services for the three school districts. The cost per student and per miles could be further reduced with the inclusion of all student transportation and all districts being facilitated in a cooperative organizational process. Additional savings would be experienced with extra-curricular activities due to further consolidation of services.

### **ADDITIONAL INFORMATION**

The Illinois State Board of Education offers the following comments to provide a broad discussion of options for Transportation. Comments for effective transportation management and efficient operation, according to *Essentials of Illinois Finance* by James B. Fritts state that on average,

transportation costs for Illinois Districts consume four to five percent of the total operating budgets (IASB, 2007). Rural districts transportation expenditures run higher due to the necessary transportation of their students (IASB, 2007). The four school districts in this study cover an estimated 125 square miles of St. Clair County.

Costs of vehicles, fuel and labor are increasing at a rate higher than inflation. A standard size no-frills bus may cost as much as \$70,000.

Currently, regular transportation costs are calculated on an equalizing formula only for students who live more than 1.5 miles from school or live within areas that have a designation as hazardous for students to walk to school. Three of the districts in this study are elementary districts that provide transportation to students, pre- k- 8<sup>th</sup> grade. The other is a high school district transporting students in grades 9-12. The high school district experiences more extra-curricular miles as the result of their extensive involvement in athletics and other activities. The formula used to calculate the funding for transportation is presently being reviewed and is also impacted by the new Evidence Based Funding Formula. As always in Illinois transportation revenue may change due to proposed funding legislation.

**The Classrooms First Commission (2012)** proposed an “incentive” for Transportation that includes an additional supplement for transportation costs where a need is demonstrated after a school district/s has/have been reorganized. Calculations for the transportation incentive would be a formula based on inputs such as number of districts in the reorganization, number of students transported, and geographic area of the reorganized district. The transportation incentive would assist with bus route scheduling and increased expenditures such as fuel, supplies, etc. (Costs and benefits to be calculated).

## **Transportation Conclusion**

Based on the present transportation systems and patterns, it is projected that the reorganization of the districts will have minimal impact on transportation of students. The relatively proximity of student attendance centers within St. Clair County provides viable options. As provided by the Administrators in the region, the travel time between the communities of Freeburg and Smithton is minimal. However, the distance between St. Libory and Smithton is 17 miles and the distance between St. Libory and Freeburg is 12 miles. Even those these distances are not unusual for school districts in Illinois the time element will present a certain level of concern for parents of students that will be on the bus for thirty minutes or more. There may be some increased riding time and transportation costs required to transport 6-8 grade students to a middle school site, if one is chosen. The number of students and the costs to transport these students will depend on what grade level configurations the newly formed district's board of education would approve. However, as noted earlier in this report other potential efficiencies found through route consolidation, administrative and maintenance services, and consolidation of equipment could more than off-set these additional costs.

# Facilities Report

The review of facilities is a critical component of the feasibility study to determine each building's present condition, their structural integrity, and their compliance with both state and federal codes and their capacity quotient. There is presently a total of five buildings associated with the school districts involved in this study.

The study has focused on the review of the existing school facilities with an emphasis on the following three areas:

- Condition of the current facilities
- Determination of the various school's ability to meet the needs of the presently organizational structure.
- The determination of any newly proposed organizational structure's capability of meeting the needs of a newly reorganized district.

The review of the facilities consisted of a walk-through examination of each of the buildings and a review of their most recent Health Life Study reports and an examination of the current architectural floor plans for each of the school districts. A meeting was held with each of the district's superintendents to determine other specifics regarding the present facilities of the school districts engaged in this study.

The investigation of the district facilities found them all to be in fair to good condition. The age of the buildings tends to create a challenge in the overall operational of the school plants. However, each district has done a good job on the maintenance and custodial day to day care of their facilities.

All buildings reviewed presently meet proper occupancy compliance with the Illinois State Board of Education. The review of the Health Life Safety reports indicate that each district is presently pursuing recommendations that will allow them to maintain their status of compliance. Each school district is operating within the appropriate timelines of compliance for each item listed in the Ten-Year Life Safety Reports.



*Freeburg Community  
High School CUSD No. 77  
9-12*



*Smithton CUSD No. 130  
K-8*



*Freeburg CUSD No. 7*

*K-8*



*Saint Libory CUSD No. 30*

*K-8*

**Table 1: Reflects Each Building's Age, and Their Present Status Regarding Compliance with the State's Health and Life Safety Regulations.**

<b>School</b>	<b>Year Built</b>	<b>Structure</b>	<b>Ten Year Health Life Safety Report</b>	<b>Compliance</b>
<b>Freeburg CUSD 77</b>	1927 additions 1950 1971, 1977 1989, 1997 and 2012	9-12	On file with the ROE	In compliance
<b>Freeburg CUSD 70</b>	1954 additions 1962, 1990 and 2002	Pk-8	On File with the ROE	In compliance
<b>Smithton CUSD No. 130</b>	1948 additions 1994 and 2003	K-8	On File with the ROE	In compliance
<b>Saint Libory CUSD No. 30</b>	1969	K-8	On File with the ROE	In compliance



**Table 2 Shows the Present Enrollment and Square Foot Capacity**

Present Enrollment Estimates - Total Classrooms Needed and Total Square Footage Needed to House Students																	
Name of School	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total Enroll 2018	Total Class Room Need	Total Sq. Footage Bldg. Needed*
Freeburg 77	0	0	0	0	0	0	0	0		0	153	184	157	149	643	32.2	135030
Smithton 130	5	53	53	53	56	60	68	56	66	50	0	0	0	0	520	26	57200
St. Libory 30	1	5	9	8	10	6	9	8	9	11	0	0	0	0	76	3.8	8360
Freeburg 70	17	83	77	91	81	90	78	88	87	90	0	0	0	0	782	39.1	86020
Totals	23	141	139	152	147	156	155	152	162	151	153	184	157	149	2021	101	286610
Total Classrooms Needed	1.15	7.1	7	7.6	7.4	7.8	7.8	7.6	8.1	7.6	7.7	9.2	7.9	7.5		101	
Total Square Footage Needed	2530	15510	15290	16720	16170	17160	17050	16720	17820	16610	32130	38640	32970	31290		286610	

\*For elementary school space square footage recommendations, the general rationale is as follows:

- A) The total space of 100-110 square feet per pupil assumes at least three sections per grade level, or 525 pupils K-6. Smaller enrollment schools will likely average considerably more than 100 square feet per pupil.
- B) For each elementary instructional space, square footage is based upon the number of pupils (e.g., 25) using the space at any one time as indicated. If there will be more pupils in the classroom than indicated (e.g., 75 instead of 50-60 in music), square footage will have to be increased. If there will be fewer pupils (e.g., 15 instead of 25 in a grade six classroom), the classroom must still be 900 square feet unless otherwise noted (e.g., smaller general music space)

\*For middle and high school space square footage recommendations, the general rationale is as follows:

- A) The total space of 120-220+ feet per student depends upon 1) school enrollment, 2) grade levels in the school, and 3) specialized areas (e.g., auditorium, pool) desired. As the enrollment, grade levels, or desired specialized spaces increase, so would the required total square feet per pupil. Student enrollment of at least 75 pupils in grades 7-9 and 100 pupils in grades 10-12 (525 pupils 7-12) will be assumed unless otherwise indicated.
- B) A breakdown of the total square feet per student based on the type of school:
 

	Square feet per student
Middle School	120-150
Junior High School	130-165
High School	120-220

**Calculations utilized for this study are as follows:**

**K-8 110 Square feet per student**

**9-10 210 Square feet per student**

To determine operational needs and capacity considerations for each of the districts it was necessary to identify the total number of classrooms presently being utilized by each of the school districts.

Tables 3 shows the number of classrooms that exist at each of the schools in the district. In determining the level of capacity for the district's buildings the reviewer utilized a student to classroom ratio for calculation purposes. The ratio of students to classrooms utilized was set at 20 to 1 for the elementary and the high school districts.

**Table 3 Represents the Calculated Classroom Capacity**

School District	Classrooms Presently Being Utilized	Enrollment Capacity (20/Classroom)	Present Enrollment	Actual Classroom Need	Excess Classrooms	+/- Capacity
Freeburg No. 70	41	820	782	39.1	1.9	38
Freeburg No. 77	38	760	643	32.15	5.85	117
Smithton No. 130	26	560	520	26	0	40
St. Libory No. 30	6	120	76	3.8	2.2	44
Total capacity	111	2260	2021	101.05	9.95	239

The calculated enrollment capacity for Freeburg 70 is estimated to be 820 students. The present enrollment for the Freeburg 70 is 782. The calculated enrollment capacity for Freeburg 77 is estimated to be 760 students. The present enrollment for the Freeburg 77 is 643. The calculated enrollment capacity for Smithton is estimated to be 560 students. The present enrollment for the Smithton 130 is 520. The calculated enrollment capacity for St. Libory is estimated to be 120 students. The present enrollment for St. Libory is 76 students.

## **FACILITIES CONCLUSION**

It is noted that the present buildings are capable of meeting the basic needs of the school districts as they presently exist and are also capable of providing the necessary capacity to meet the needs of any proposed reorganization plan. Decisions regarding the best appropriate use of each building must be determined if a reorganization effort is pursued. At this time no, new facilities would be necessary to accommodate a consolidation of the four districts.

## **SCHOOL ENROLLMENT HISTORY AND FORECAST**

School enrollment history and a forecast for the future are important ingredients when considering the merger of two or more districts into a new unit district. Projected increases or decreases in enrollment impact the number and type of buildings needed, the breadth of the curriculum and the level of financing that will be required.

Establishing projections of future enrollment provides data that can be utilized in making critical decisions regarding the operational aspects of a school district. Being future focused is an important ingredient in organizational planning. It is important and becoming a demand of the public to operate our schools in the most efficient manner. Having a focus on the future helps us to plan for the proper dimension of resource allocation.

To begin the review, we did a historical review of the enrollment patterns for each of the four school districts beginning in the 2012-2013 school year through the present 2017-2018 school year. Enrollment for all schools in the study has evidenced a level of stability over the past six years (See Tables 1 a-f).

The total enrollment for the districts participating in this study has ranged from a high of 2,044 in 2016-2017 to a low of 1960 in 2012-2013 (See Table 1). Present data shows stability in enrollment though years 2017-2018.

## TABLE 1 ENROLLMENT HISTORY

2017-18	Table 1A Grade Level Totals														
District Name	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTALS
St Libory Cons SD 30	1	5	9	8	10	6	9	8	9	11	0	0	0	0	76
Freeburg CCSD 70	17	83	77	91	81	90	78	88	87	90	0	0	0	0	782
Freeburg CHSD 77	0	0	0	0	0	0	0	0	0	0	153	184	157	149	643
Smithton CCSD 130	5	56	54	57	52	61	61	72	56	65	0	0	0	0	539
Totals	23	144	140	156	143	157	148	168	152	166	153	184	157	149	2040
2016-17	Table 1B Grade Level Totals														
District Name	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTALS
St Libory Cons SD 30	1	10	13	9	9	8	9	8	9	11	0	0	0	0	87
Freeburg CCSD 70	19	75	93	83	79	90	84	81	93	79	0	0	0	0	776
Freeburg CHSD 77	0	0	0	0	0	0	0	0	0	0	185	161	150	165	661
Smithton CCSD 130	5	53	53	53	56	60	68	56	66	50	0	0	0	0	520
Totals	25	138	159	145	144	158	161	145	168	140	185	161	150	165	2044
2015-16	Table 1C Grade Level Totals														
District Name	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	78
St Libory Cons SD 30	0	12	8	8	9	7	9	10	10	9	0	0	0	0	82
Freeburg CCSD 70	2	83	83	79	96	80	86	92	75	93	0	0	0	0	769
Freeburg CHSD 77	0	0	0	0	0	0	0	0	0	0	163	150	161	160	634
Smithton CCSD 130	5	52	54	54	58	67	53	62	53	60	0	0	0	0	518
Totals	7	147	145	141	163	154	148	164	138	162	163	150	161	160	2003
2014-15	Table 1D Grade Level Totals														
District Name	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	
St Libory Cons SD 30	0	10	9	9	6	8	9	10	10	7	0	0	0	0	78
Freeburg CCSD 70	6	84	76	99	75	89	90	70	96	91	0	0	0	0	776
Freeburg CHSD 77	0	0	0	0	0	0	0	0	0	0	153	156	161	137	607
Smithton CCSD 130	0	57	54	58	67	53	63	56	63	60	0	0	0	0	531
Totals	6	151	139	166	148	150	162	136	169	158	153	156	161	137	1992
2013-14	Table 1E Grade Level Totals														
District Name	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	
St Libory Cons SD 30	0	12	10	9	9	12	10	12	7	10	0	0	0	0	91
Freeburg CCSD 70	6	71	93	77	89	91	77	92	89	90	0	0	0	0	775
Freeburg CHSD 77	0	0	0	0	0	0	0	0	0	0	161	164	140	143	608
Smithton CCSD 130	0	53	53	64	49	59	54	60	61	48	0	0	0	0	501
Totals	6	136	156	150	147	162	141	164	157	148	161	164	140	143	1975
2012-13	Table 1F Grade Level Totals														
District Name	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	
St Libory Cons SD 30	0	11	9	11	10	10	12	8	9	6	0	0	0	0	86
Freeburg CCSD 70	0	87	77	85	84	77	93	89	87	82	1	1	0	0	763
Freeburg CHSD 77	0	0	0	0	0	0	0	0	0	0	166	138	139	161	604
Smithton CCSD 130	0	55	61	45	60	53	62	61	54	56	0	0	0	0	507
Totals	0	153	147	141	154	140	167	158	150	144	167	139	139	161	1960

In looking at the districts in this study, let us consider U.S. Census data that tends to be very accurate but is not compiled by school districts, only by counties. As a part of this study we reviewed the population trends for St. Clair County. Table 2 shows population figures for St. Clair County from 2010 through 2015 and the forecasts for 2020, 2025 and 2030. Projecting population growth is an important part of a reorganization study. Reviewing the population trends within the county normally provides a good indication of the enrollment projections for schools. When the county is showing a 2.8% decline in population over the past five years one would normally assume that the school districts would be experiencing a similar percentage decline in enrollment. However, given the diversity of the population for St. Clair County and the present positive enrollment trending data for the subject school districts it does not establish a parallel analysis. As a part of this study we reviewed the population trends for St. Clair County from 2010 through 2015. In addition, we examined the population projections for the county through the year 2030.

**TABLE 2 ST. CLAIR COUNTY POPULATION HISTORY AND FUTURE TRENDS**

<b>TABLE IDPH POPULATION PROJECTION FOR ST. CLAIR COUNTY ILLINOIS</b>				
<b>2010</b>	<b>2015</b>	<b>2020</b>	<b>2025</b>	<b>2030</b>
<b>270,056</b>	<b>268,167</b>	<b>267,263</b>	<b>266,648</b>	<b>261,315</b>

To develop and forecast future enrollment projections in this study we have used the Cohort Survival Method. A cohort is a group of persons [in this case, students]. The cohort survival projection methodology uses historical student enrollments to “age” a known population or cohort throughout the school grades. For instance, a cohort begins when a group of kindergarteners enrolls in grade K and moves to first grade the

following year, second grade the next year, and so on. A “survival ratio” is developed to track how this group of students grew or shrunk in number as they moved through the grade levels. By developing survival ratios for each grade transition over a five-year period, patterns emerge and can be folded into projections by using the survival ratios as a multiplier. For example, if student enrollment has consistently increased from the 5th to the 8th grade over the past ten years, the survival ratio would be greater than 100% and could be multiplied by the current 8th grade to develop a projection for next year’s 9th grade. This methodology can be carried through to develop five years of projection figures.

As shown in Table 3 the projections indicate the subject districts will continue to experience a gradual increase in enrollment. However, St. Libory has a growth index calculation of .988 and will continue to experience a small decline in enrollment. The following growth index calculations have been determined based on the past trending data: Smithton 1.013; Freeburg 70 1.004; Freeburg 77 1.012. The calculated projections indicate a continued composite growth for the four districts. All districts except for St. Libory indicates a survival ratio of more than 1.0.

**Table 3** shows the enrollment projections for each of the school districts through the school year of 2022-2023.

## TABLE 3 ENROLLMENT PROJECTIONS

Table 3 ENROLLMENT PROJECTIONS															
2017-18	Table 1A Grade Level Totals														
District Name		K	1	2	3	4	5	6	7	8	9	10	11	12	TOTALS
St Libory Cons SD 30		5	9	8	10	6	9	8	9	11	0	0	0	0	75
Freeburg CCSD 70		83	77	91	81	90	78	88	87	90	0	0	0	0	765
Freeburg CHSD 77		0	0	0	0	0	0	0	0	0	153	184	157	149	643
Smithton CCSD 130		56	54	57	52	61	61	72	56	65	0	0	0	0	534
Totals		144	140	156	143	157	148	168	152	166	153	184	157	149	2017
2018-19	Table 1B Grade Level Totals														
District Name		K	1	2	3	4	5	6	7	8	9	10	11	12	TOTALS
St Libory Cons SD 30	1.000	5	9	8	10	6	9	8	9	11	0	0	0	0	75
Freeburg CCSD 70	1.004	83	77	91	81	90	78	88	87	90	0	0	0	0	768
Freeburg CHSD 77	1.012	0	0	0	0	0	0	0	0	0	155	186	159	151	652
Smithton CCSD 130	1.013	57	55	58	53	62	62	73	57	66	0	0	0	0	542
Totals		145	141	157	144	158	149	169	153	167	155	186	159	151	2035
2019-2020	Table 1C Grade Level Totals														
District Name		K	1	2	3	4	5	6	7	8	9	10	11	12	TOTALS
St Libory Cons SD 30	1.000	5	9	8	10	6	9	8	9	11	0	0	0	0	75
Freeburg CCSD 70	1.004	84	78	92	82	91	79	89	88	91	0	0	0	0	772
Freeburg CHSD 77	1.012	0	0	0	0	0	0	0	0	0	157	188	161	153	660
Smithton CCSD 130	1.013	57	55	58	53	63	63	74	57	67	0	0	0	0	549
Totals		146	142	158	145	159	150	171	154	168	157	188	161	153	2053
2020-2021	Table 1D Grade Level Totals														
District Name		K	1	2	3	4	5	6	7	8	9	10	11	12	TOTALS
St Libory Cons SD 30	1.000	5	9	8	10	6	9	8	9	11	0	0	0	0	75
Freeburg CCSD 70	1.004	84	78	92	82	91	79	89	88	91	0	0	0	0	775
Freeburg CHSD 77	1.012	0	0	0	0	0	0	0	0	0	159	191	163	154	667
Smithton CCSD 130	1.013	58	56	59	54	63	63	75	58	68	0	0	0	0	556
Totals		147	143	159	146	160	151	172	155	169	159	191	163	154	2069
2021-22	Table 1E Grade Level Totals														
District Name		K	1	2	3	4	5	6	7	8	9	10	11	12	TOTALS
St Libory Cons SD 30	1.000	5	9	8	10	6	9	8	9	11	0	0	0	0	75
Freeburg CCSD 70	1.004	84	78	92	82	91	79	89	88	91	0	0	0	0	778
Freeburg CHSD 77	1.012	0	0	0	0	0	0	0	0	0	160	193	165	156	675
Smithton CCSD 130	1.013	59	57	60	55	64	64	76	59	68	0	0	0	0	563
Totals		148	144	160	147	162	152	173	156	171	160	193	165	156	2088
2022-23	Table 1F Grade Level Totals														
District Name		K	1	2	3	4	5	6	7	8	9	10	11	12	TOTALS
St Libory Cons SD 30	1.000	5	9	8	10	6	9	8	9	11	0	0	0	0	75
Freeburg CCSD 70	1.004	85	79	93	83	92	80	90	89	92	0	0	0	0	781
Freeburg CHSD 77	1.012	0	0	0	0	0	0	0	0	0	162	195	167	158	684
Smithton CCSD 130	1.013	60	58	61	55	65	65	77	60	69	0	0	0	0	571
Totals	0	149	145	161	148	163	153	174	157	172	162	195	167	158	2106



## **ENROLLMENT CONCLUSION**

The enrollment of three of the four school districts has been stable over the past 10 years. The communities involved in the study have experienced an increase in overall population due to the increase of housing units being developed within their respective communities.

If reorganization is pursued by the districts, enrollment will not be an area of concern. Given the present school facilities and with the available capacity the increase in numbers could be absorbed into existing schools depending on any new configuration considered for the organizational structure of the newly organized school district.

# **CURRICULUM AND ASSESSMENT COMPARISON**

## Curricular Configuration Overview

In terms of their respective curricular configurations, the Freeburg Elementary #70 and Smithton Elementary #130 school districts are quite similar. Both districts have excellent and caring staffs that challenge students to excel. St. Libory #30 by the nature of its size does present a different educational environment. As with the Freeburg and Smithton faculty, St. Libory staff works to challenge their students. The St. Libory staff just must expand its horizons to cover more than just one grade level. All three elementary districts attempt to implement a rigorous academic curriculum aligned with state and national standards. In addition, the Freeburg Community High School curricular program is comprehensive in that it addresses the needs of vocational and college-bound students.

Each district has aligned its curriculum with the State of Illinois Learning Standards and has implemented annual data-driven District Improvement Plans to address ongoing curricular and pedagogical concerns. Textbooks have been adopted that are consistent with the state standards. All four districts have made a solid commitment to incorporating instructional technology initiatives into their programs.

All four districts' academic efforts are reflected in their student achievement scores on the PARCC and ACT State tests. All four districts belong to the Belleville Area Special Services Cooperative (BASSC) which provides a variety of special education services. Freeburg Community High School District has dual credit courses in conjunction Southwest Illinois Community College (SWIC). A closer look at these opportunities follows in the discussion of Freeburg Community High School's curriculum. The building configurations of the elementary districts are different as described below.

Freeburg Community Consolidated School District 70 has three distinct curricular environments that are somewhat dictated by the physical environment. They are as follows:

1. Freeburg Early Childhood/Pre-Kindergarten - Only Freeburg District 70 offers an Early Childhood program. Developmental screenings are conducted twice each year and eligible students are identified. Remaining slots in the program are offered to at-risk students based on the results of the

developmental screenings. The district adheres to state regulations governing class sizes for this age. The Early Childhood/Pre-Kindergarten is led by a teacher with an early Childhood background with assistance from teacher assistants.

2. Freeburg District #70 Primary Center Education (Grades K-2) – The core curriculum consists of language arts, mathematics, science, and social studies. Other areas of study include art, health, physical education, music, and technology. Both Title I Reading Specialist and Academic Interventionist are available for students who need additional reading instruction to meet grade-level expectations and benchmarks. Students are assessed by teacher observation and unit tests. Students are also monitored using the AIMS-web and reading diagnostic tests.
3. Freeburg Elementary School Education (Grades 3-8) – The core curriculum consists of language arts, mathematics, science, and social studies. Students are also taught in art (Grades 3-5), physical education, music, and technology (Grades 3-6). Band is also offered to students beginning with 4<sup>th</sup> grade. In addition, there is an Art Club for 8<sup>th</sup> grade students and a Technology Club for students in grades 6-8.

Smithton #130 is similar in many ways to Freeburg Elementary except for its core make-up.

1. Smithton Early Childhood/Pre-Kindergarten- Because of space limitations, Smithton #130 does not have Early Childhood/Pre-Kindergarten. Space limitations are an ongoing problem for the Smithton Elementary district. The district does work with the Belleville Area Special Services Cooperative (BASSC) to assist students with special needs.
2. Smithton Primary/Intermediate (Grades K-6) - The core curriculum for K-6 is: Art, PE, Technology, Music, double block of English/Language Arts and Math, Social Studies and Science. A Title I specialist is available for students who need further reading support.
3. Smithton Jr. High (Grades 7-8)- The core curriculum for grades 7-8 includes: Math, double block English/Language Arts, Social Studies, Science, Health/PE, Technology/Art or Band, and Study Hall.

**St. Libory #30 provides a much different format than Smithton #130 and Freeburg Elementary #70.**

1. St. Libory Early Childhood/Pre-Kindergarten - **St. Libory does not have an Early Childhood/Pre-Kindergarten program. The district does collaborate with the area Head Start Early Childhood program and the Early Childhood program associated with the Belleville Area Special Services Cooperative (BASSC).**
2. St. Libory Kindergarten through 8<sup>th</sup> grade - Because of the small student enrollment, St. Libory teachers generally have more than a single grade responsibility. In addition, St. Libory does not have a Title I program. Teachers must double up to teach both 3<sup>rd</sup> and 4<sup>th</sup> grade, 5<sup>th</sup> and 6<sup>th</sup> grade, and 7<sup>th</sup> and 8<sup>th</sup> grade. While research shows this is generally considered to be a disadvantage in a child's education, there is something to be said about the fact that St. Libory's classroom size generally ranges from about 8-14 students. Just by numbers alone, teachers can spend more individual time with their students. In addition, classroom websites are available for follow-up support at home regarding current homework assignments. St. Libory includes in its core curriculum Math, Science, English, Social Studies, and PE/Health as required by the state of Illinois. Another strong attribute of the school is that Computer/Technology classes are offered.  
8<sup>th</sup> Grade Algebra I – Students attending Freeburg Community High School who completed Algebra 1 during their 8<sup>th</sup> grade year and are enrolled in Geometry as freshman can apply to have Algebra 1 placed on their transcript. No high school credit is earned for this class, but the class does appear on the transcript for college admissions purposes. All three elementary districts can offer this opportunity to their students as they enter Freeburg Community High School.

Special Education and Title Services

Special education services for both the elementary districts and the high school are coordinated with the Belleville Area Special Services Cooperative (BASSC) and provided for students with disabilities ages 3-21. If a student is found eligible for special education services, an Individualized Education Program (IEP) is developed and implemented to designate services that are required and to assure that the placement of the

student eligible for services takes place in the least restrictive environment. Programs are available for all handicapping conditions; learning disability, behavioral disorders, speech therapy, early childhood education, hearing impaired, vision impaired, and intellectually disabled. Whenever possible, itinerant services are provided to the student so that he/she will be able to participate in as much of the regular school program as possible. If such an arrangement does not sufficiently meet the student's needs, he/she is placed in a special education class on a full-time basis. BASSC is a cooperative association of 24 school districts in the Belleville, IL area which offers special class placement and other services for various types of handicaps. Operated under the provisions of the Illinois School Code (Section 14) and the regulations of the Illinois State Board of Education, program costs are shared by the local districts and the state. The programs, including transportation, identification, evaluation, placement, and delivery of services to students eligible for services under IDEA, follow procedure provided in the Illinois State Board of Education's Rules and Regulations to Govern the Administration of Special Education. Policies and procedures as established by BASSC shall be considered a part of the Board's policies and procedures. These established procedures make it easier for schools to consolidate. Freeburg and Smithton elementary districts also provide a school wide Title plan and offers services for all children. Title I is a federal program that provides financial assistance to schools to help ensure that all children meet challenging state academic standards. Title teacher works with students in each grade to ensure they have a positive understanding and comprehension of the subject content.

## **Freeburg Community High School Curriculum Incentives**

In the introductory portion of this study, the consultants pointed out that many consolidation efforts are made because the smaller high schools cannot offer college preparatory classes such as foreign language, advanced mathematics, advanced science, and expanded fine/practical arts classes. This is not the case for this consolidation study. As stated below, Freeburg Community High School offers a wide range of college preparatory courses.

Courses for College Credit – Freeburg Community High School offers courses that students may take for college credit. Currently FCHS offers three types of opportunities for college credit. They are as follows:

1. Advanced Placement (AP) Courses: Advanced Placement courses are courses designed to prepare students for the Advanced Placement exam in that subject matter. AP Exams are provided by The College Board. Students performing well enough on the AP Exam are able to receive college credit for their score. FCHS currently offers AP Courses in US History, Calculus, Biology, and US Government.
2. Saint Louis University 1818 Courses: Students enrolled in SLU 1818 courses have the opportunity to earn college credit directly through Saint Louis University. FCHS currently offers SLU 1818 courses in English, Physics, and Chemistry.
3. SWIC Dual Enrollment: FCHS students may earn college credit through SWIC Southwestern Illinois College for the following vocational courses; construction, welding, and manufacturing. Students enrolled in one of these courses are considered SWIC students.

Gifted Education – Freeburg Community High School provides opportunities for students who are designated as Gifted Students. Students achieve the designation of gifted by either scoring at the 98<sup>th</sup> percentile or above on national standardized tests given at FCHS or by achieving a class rank in the top ten of their class. Opportunities open to Gifted Students are the Saturday Scholars program and the annual Gifted Class held each June.

Weighted Classes – FCHS has a two-tiered system for awarding weighted credit to students who choose to pursue courses with increased rigor. Courses which provide students with the opportunity to earn college credit in core subject areas are granted an AP/Honors weight. Curriculum includes: AP Biology, AP US History, AP Calculus, AP US Government and College Psychology, College Chemistry, College Physics and College English. Courses which are of an increased complexity and beyond those required for graduation or college admission are awarded an Honors weight. That curriculum includes: English 2 Accelerated, College Preparatory English, Anatomy/Physiology, and Trigonometry/Pre-Calculus. **The**

course of study in all weighted courses is highly rigorous with elevated expectations and requiring significant work outside of school. This opportunity gives FCHS students the challenge they need to be successful in college.

## **Academic Achievement Overview**

All three elementary districts are doing very well at addressing the basic educational needs of its students as measured by the mandatory standardized testing program prescribed by the State of Illinois. The statewide PARCC achievement data outlined in the following charts illustrates the state of student achievement in these districts as measured by these tests. All three elementary districts are to be commended for their efforts especially in the face of ever increasing academic achievement requirements. The citizens, teachers and students of both districts should be very proud of these successes. In addition to outstanding leadership, teacher, staff, and student efforts, it demonstrates the commitment of the local communities and the support they provide to their schools.

As of February 2018, the Illinois State Board of Education (ISBE) announced that they are again changing the state test (PARCC) to a computer adaptive format. The constant change creates challenges for school districts to accurately analyze assessment results for academic improvement. For this reason, the consultants have focused their assessment data analysis on the 2016 and 2017 academic years.

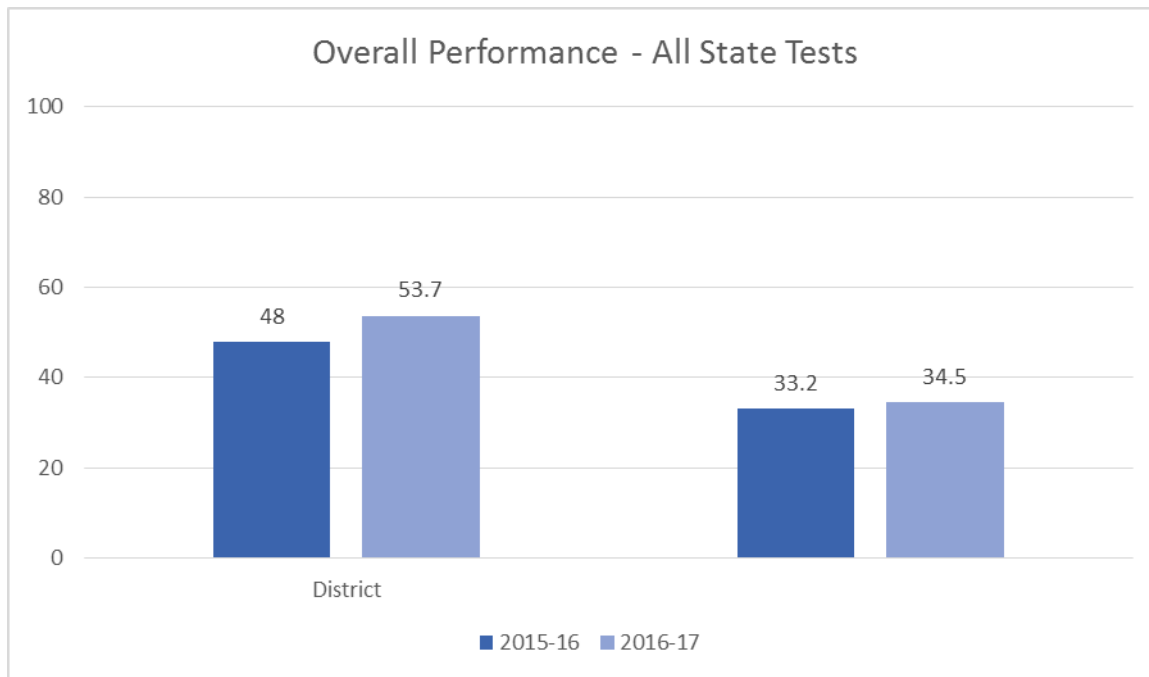
As of January 2018, school districts finally got the results of the state mandated science test students took two years ago. While one could question the validity and reliability of results that are two years old, the good thing is that the consistency of test results was maintained in both Freeburg Elementary #70 and Smithton #130. Because St. Libory's student numbers were so low, the state did not provide results for its students. The science results state wide was around 60% proficiency of students that met standards. Smithton Elementary school's results were 82.1% meeting standards and Freeburg Elementary school's results were 79.1% meeting standards. These results support our findings that the successes of the elementary districts in the Freeburg/Smithton/St. Libory areas consistently scored higher than state average. Tables 1 through 13

below contain test data related to the Illinois Elementary PARCC Test and the High School ACT Tests from 2016 and 2017. As this data establishes, all four districts in the study are achieving results higher than the state averages. Tables 9 and 10 show specific district and state comparisons. The data does show that even through all three elementary districts scored above the state average on assessment results, there are some significant differences in the results that should be discussed indeterminacy if efforts of consolidation should be explored.



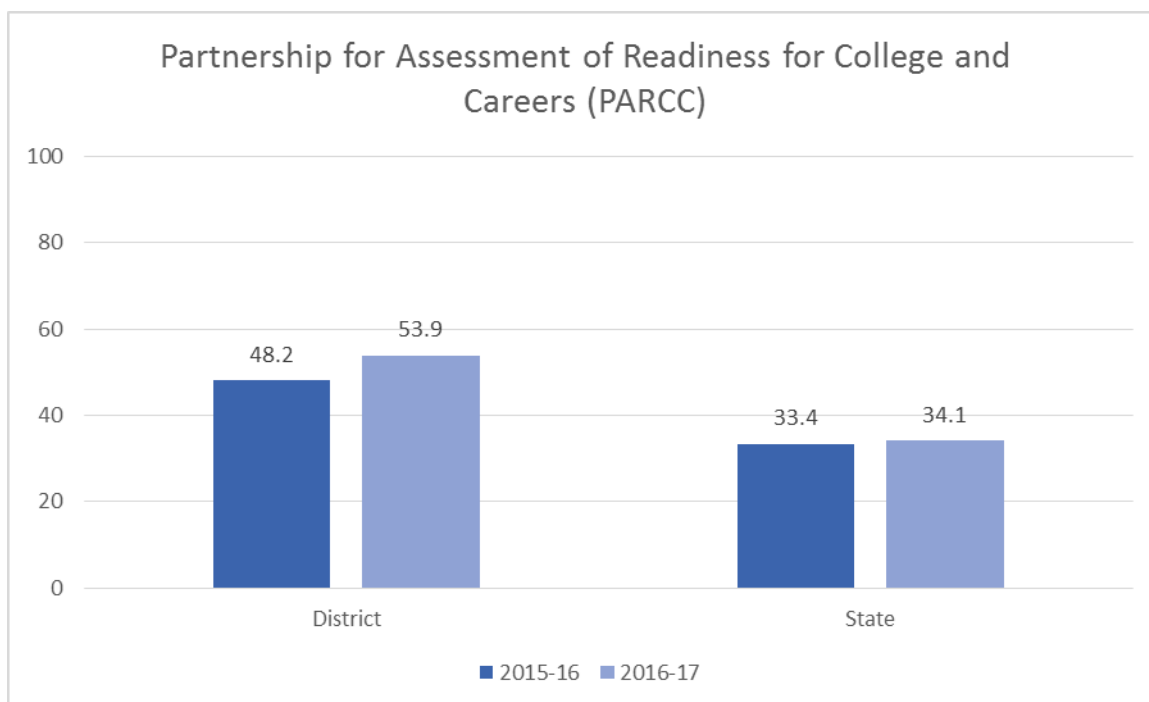
Freeburg Elementary #70

Table 1



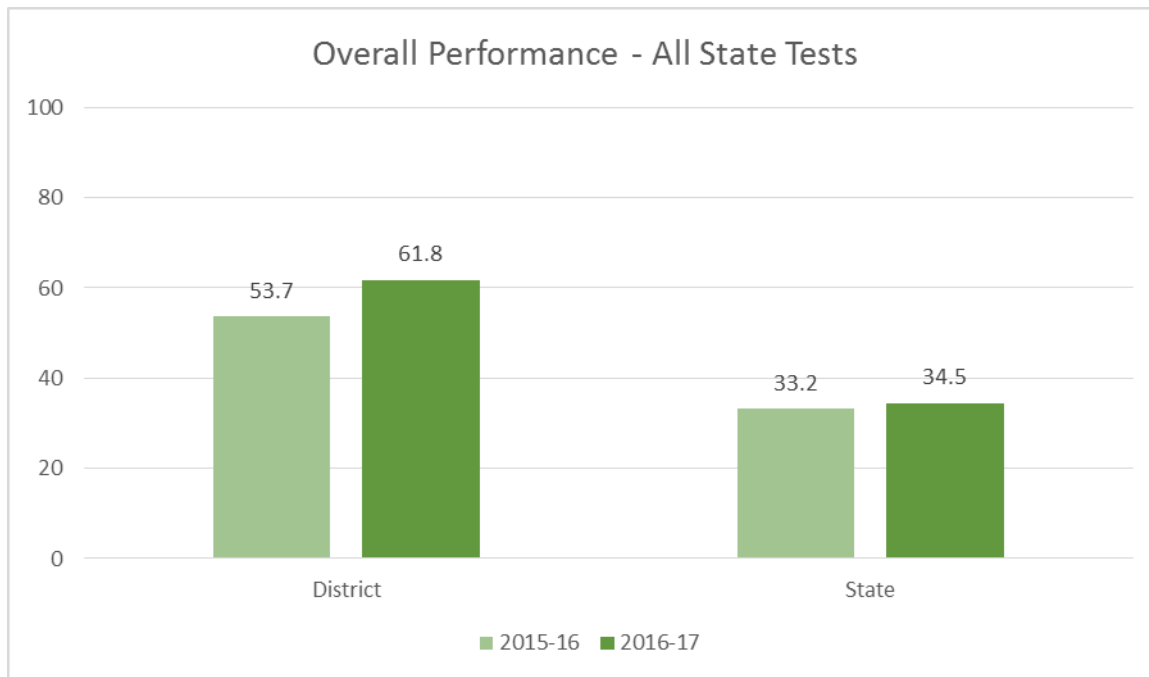
**2015-16 14.8% higher than state average. 2016-17 19.2% higher than state average.**

Table 2



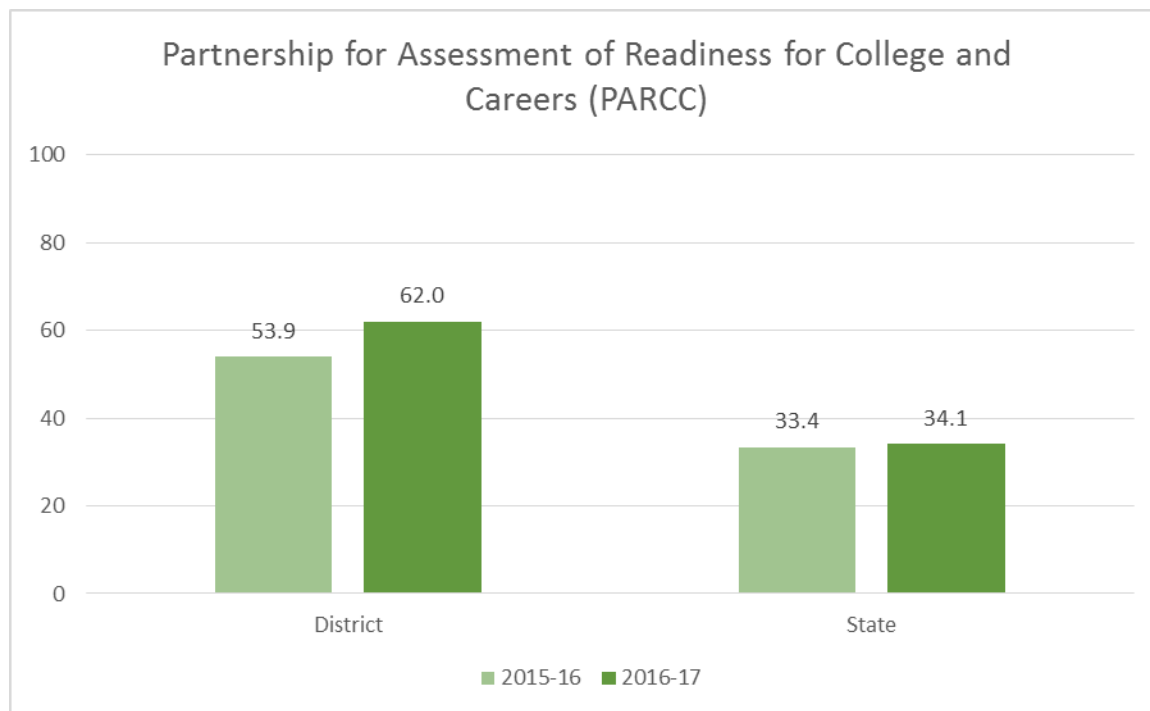
**Tables 1 and 2 demonstrate positive instruction at Freeburg Elementary #70**

**Table 3**



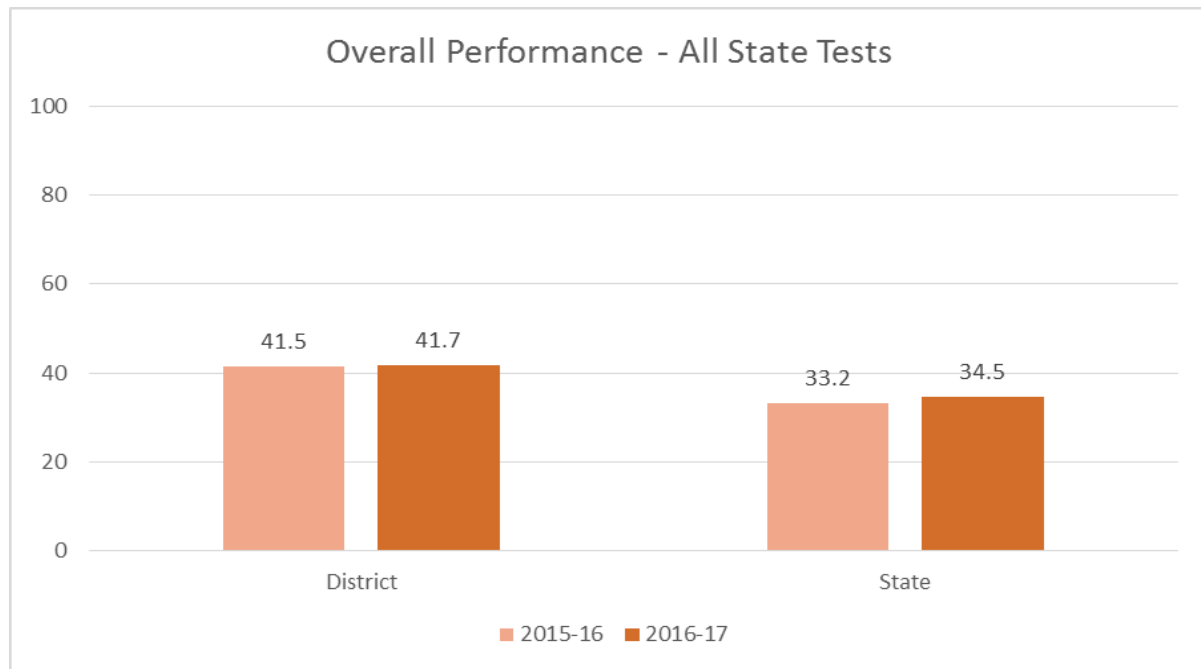
**2015-16 24.5% higher than state average. 2016-17 27.3% higher than state average.**

**Table 4**



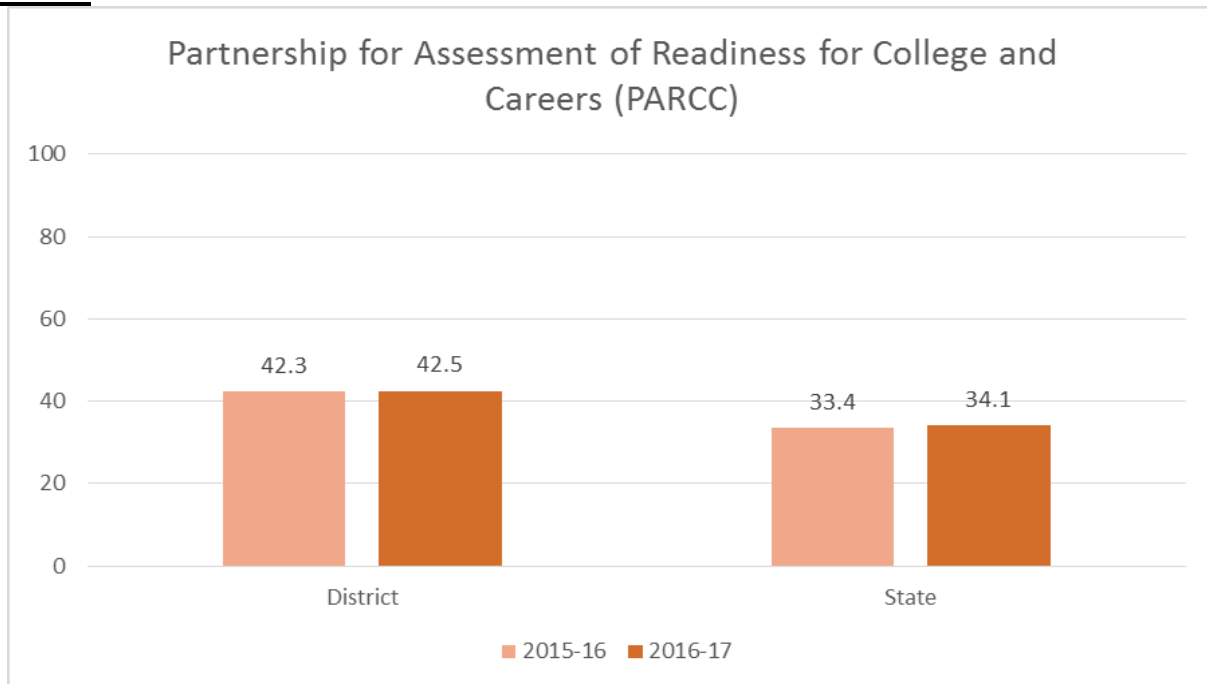
**Tables 3 and 4 demonstrate positive instruction at Smithton Elementary #130**

**Table 5**



**2015-16 8.3% higher than state average. 2016-17 7.2% higher than state average.**

**Table 6**



**Tables 5 and 6 demonstrate positive instruction at St. Libory Elementary #30. The test results are significantly lower than the Smithton and Freeburg scores. Another concern is the results show the state average catching up to the St. Libory Elementary average.**

## All Compared to State

Table 7

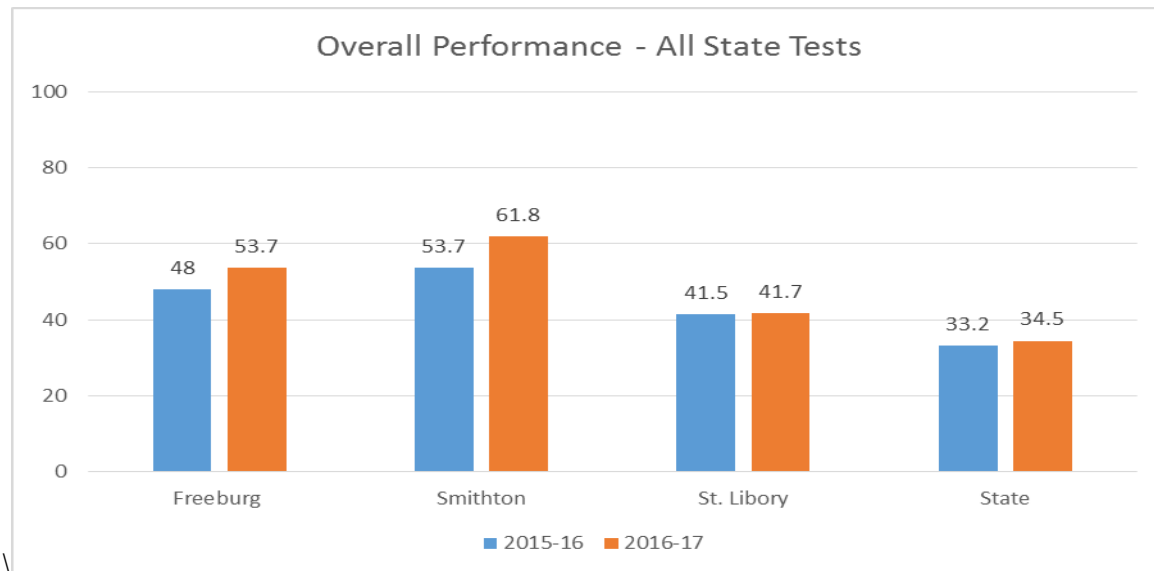
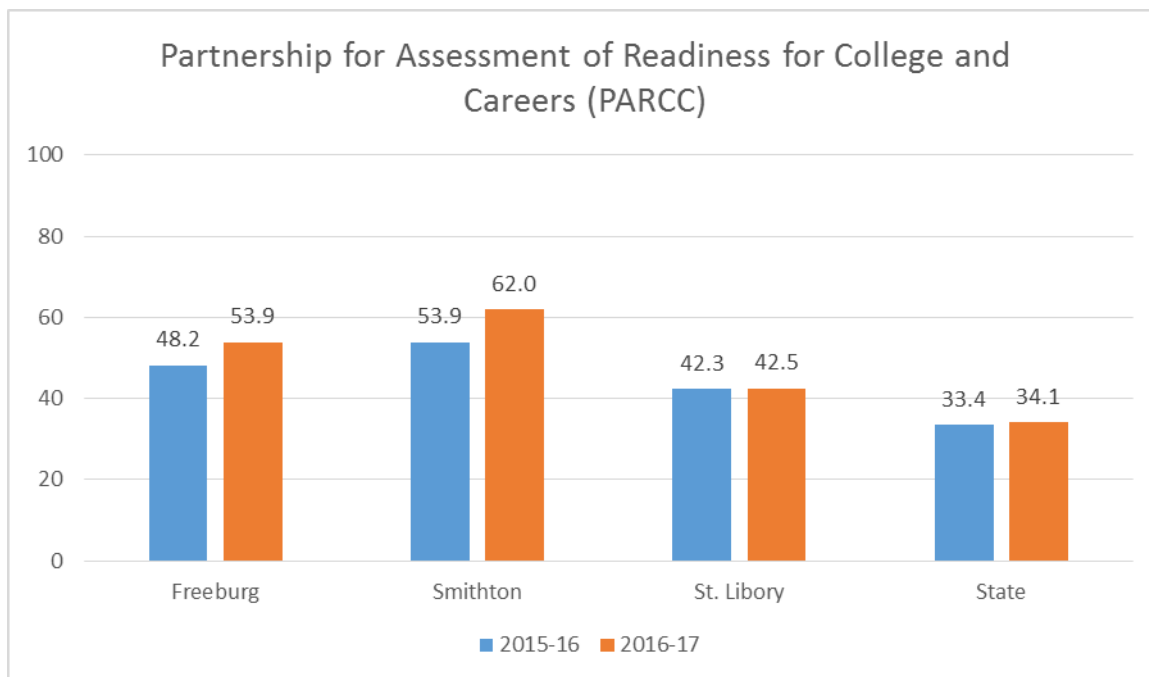
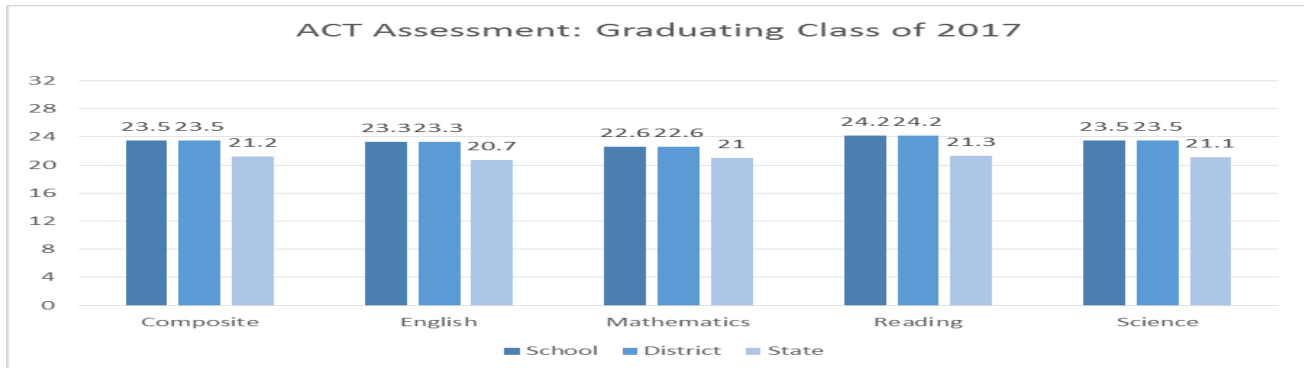


Table 8



**The side by side averages of the three elementary districts shows that efforts of curriculum alignment between the three districts could offer opportunities for even higher test scores in all three districts.**

**Table 9 Freeburg Community High School No. 77**



**Table 10**

Ready for College Course Work	
School	74.4
District	74.4
State	50.5

**Table 11**

CTE Enrollment	
School	458
District	458
State	277,461

**Table 12**

Freshman on Track	
School	98.3
District	98.3
State	87.1

**Table 13**

Percent of Students Met ACT Benchmark					
	English	Math	Reading	Science	All 4 Subjects
School	83.5	60.3	69.4	56.2	42.1
District	83.5	60.3	69.4	56.2	42.1
State	64.5	42.6	46.2	37.7	28.2

**Table 14**

Advanced Course Work (AP/IB/DUAL Credit)			
	Grade 10	Grade 11	Grade 12
School	44	70	124
District	44	70	124
State	30,084	57,402	73,171

**Table 15**

College Enrollment		
	12 Months	16 Months
School	81.6	82.4
District	81.6	82.4
State	69.5	73.2

It would normally be assumed that Freeburg Community High School #77 would not experience significant curriculum impact via consolidation. However, a recently announced 90 home subdivisions in Freeburg will bring an increase in the population of the community and also increase the enrollment in both the elementary and the high school. This increase in enrollment could allow the high school to offer even more curricular and co-curricular offerings. The community of Smithton has also announced the development of a 60 to 140 home sub-division. This would not only impact Smithton but would also bring about increased enrollment at the high school.

Freeburg Community High School scores above the state average in all academic categories. This data supports that Freeburg Community High School has a strong academic regimen along with a dedicated staff. The curriculum includes courses for college credit along with dual enrollment classes for its vocational track students. The district needs to be commended for its wide variety of curricular offerings for both college bound and vocational track students.

### **Full-Time Equivalents**

This portion of the report identifies the number of full time equivalents (FTE) currently employed by the three elementary districts involved in the study to go along with a separate FTE for the high school district. This is separated out by the grade and/or subject that teacher currently instruct. FTE does not include administrators, teachers' aides, cooks, custodians, or support staff. It only includes individuals who are employed in a position that requires that they hold an Illinois Professional Educator License (PEL).

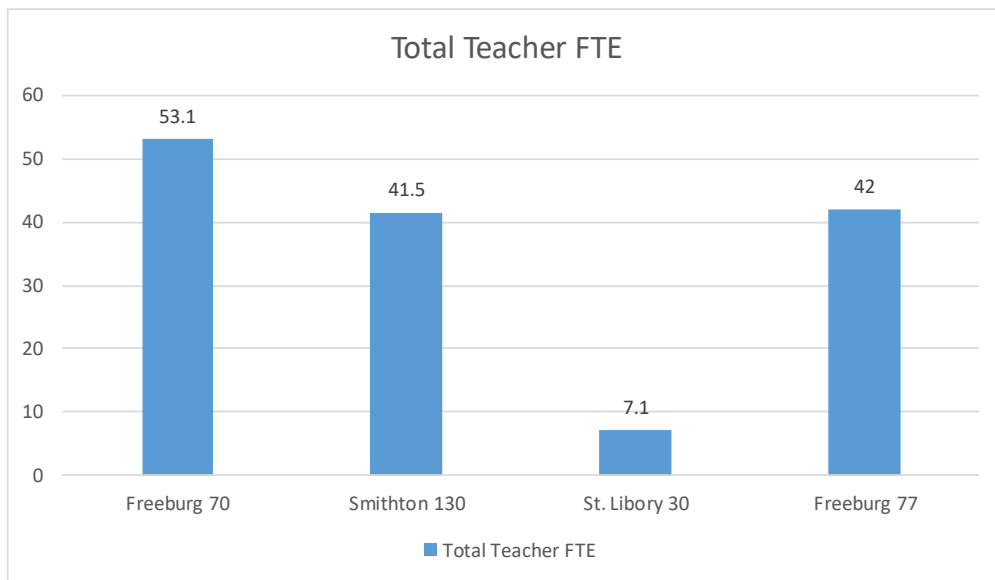
As has been detailed elsewhere in this study, Freeburg #70 consists of: Early Childhood/Pre-Kindergarten, Freeburg Primary Center Education for grades K-2, and Freeburg Elementary School Education for grades 3-8. Smithton #130 consists of: Early Childhood/Pre-Kindergarten, Smithton Primary/Intermediate for grades K-6, and Smithton Jr. High for grades 7-8. St. Libory Elementary #30 is made up of one location for grades K-8

**Table 1** 2017-2018 Full Time Equivalents (FTE)  
 PK-8 Freeburg; PK-8 Smithton; PK-8 St. Libory-Teachers by Grade/Subject

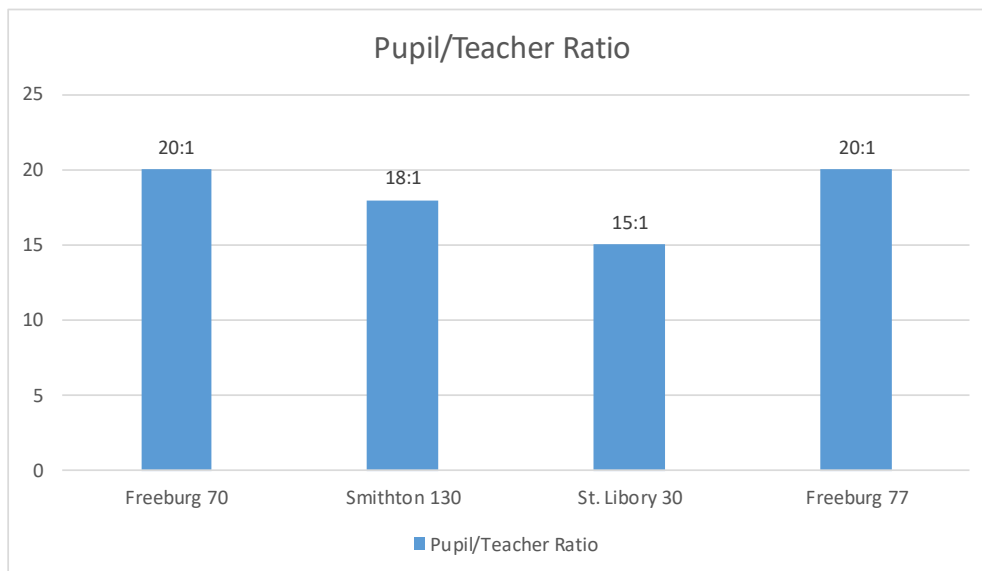
Grade	Freeburg PK-8	Smithton PK-8	St. Libory PK-8	Total # of teachers
PK	2	0	0	2
K	4	3	1	8
1	4	3	1	8
2	4	3	1	8
3	4	3	.5	7.5
4	4	3	.5	7.5
5	4	3	.5	7.5
6	4	3	.5	7.5
7	4	2.5	.5	7
8	4	2.5	.5	7
Band/Music	1	.5	0	1.5
Title I	1	2	0	3
Art	.5	1	0	1.5
Librarian	0	0	0	0
Nurse	1	1	0	2
Guidance/social worker	.5	1	0	1.5
Health and P.E.	2	2	0	4
Speech	1.6	1	.1	2.7
School Psychologist	BASSC	1	BASSC	1 + BASSC
Special Education	6 +BASSC	3 + BASSC	BASSC	9 + BASSC
Technology	.65	1	1	3.65
Athletic Director	0	0	0	.5
Totals	52.25	39.5	7.1	98.35

**Table 2** 2017-2018 Full Time Equivalents (FTE)  
 Freeburg Community High School #77

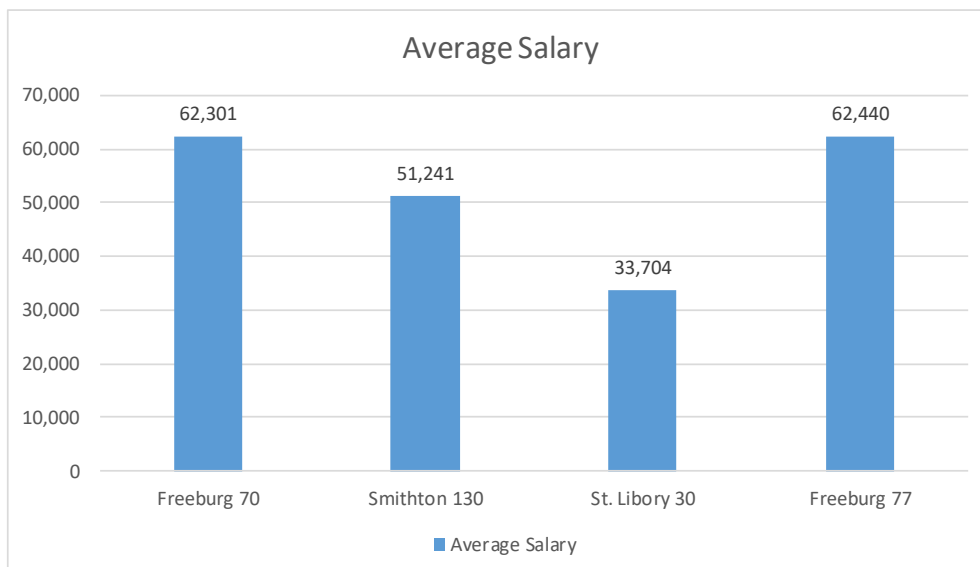
Subject	Freeburg 9-12
Science	5
English	5
Math	5
Foreign Language	2
History	4
P.E./Health/Drivers ED	5
Art	1
Music	1
Family Consumer Science	1
Business/Computers	1
Industrial Arts	3
Resource	4
Transition Program	1
Life Skills Program	1
Guidance Counselor	2
Social Worker	1
Totals	42



Consolidation on one hand can lessen the total teachers and administrators, but on the other hand create more positions if the curriculum expands.

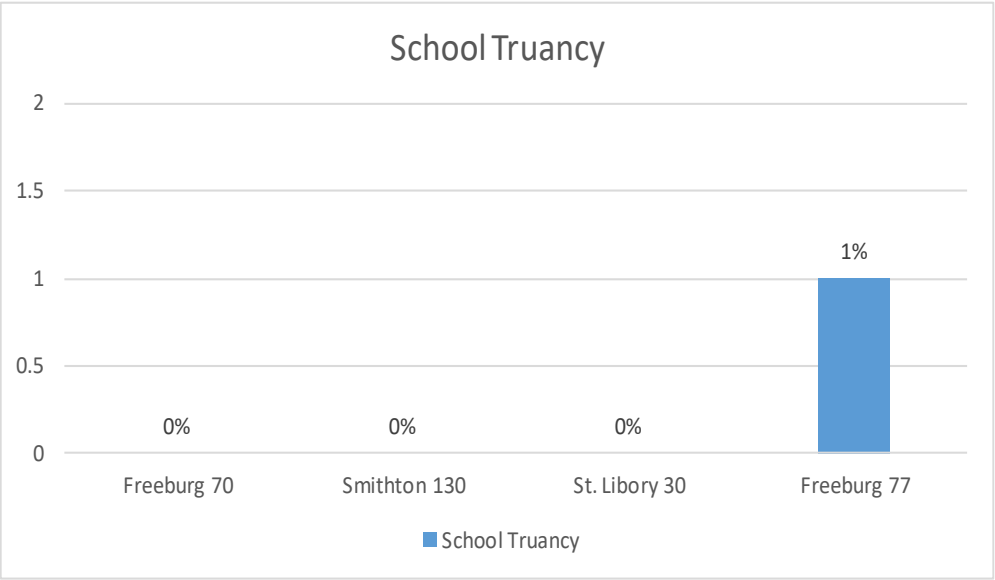


The pupil/teacher ratio is a positive for St. Libory.

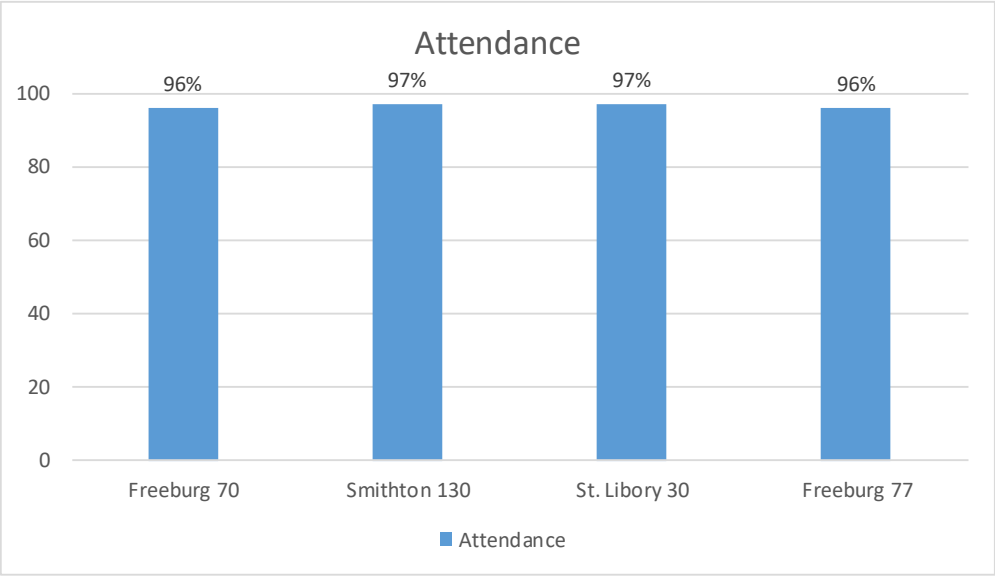


The discrepancy of average salaries will be a problem in consolidation.

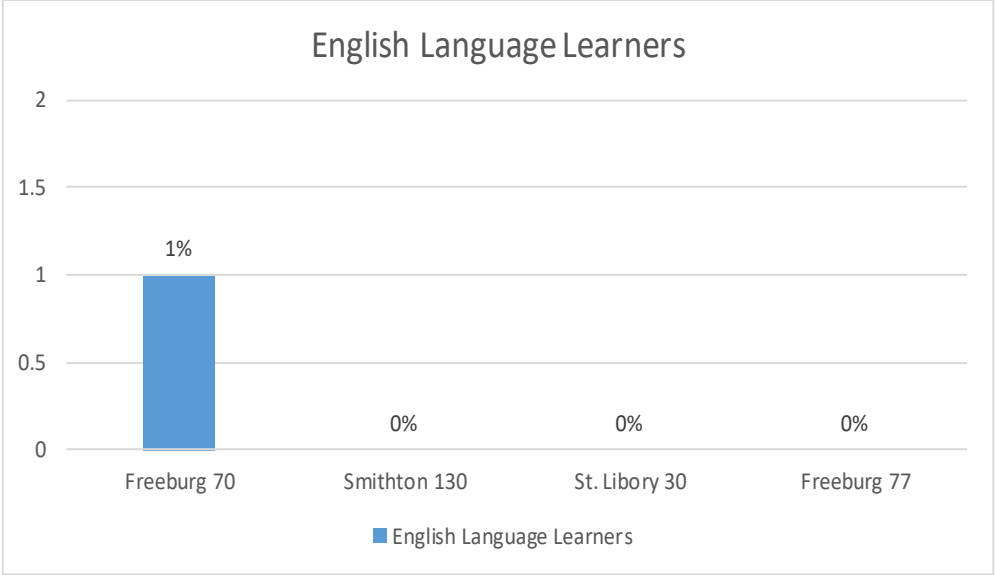




The monitoring of chronic truants is a real strength for all four districts.



The attendance rate for all four districts is outstanding.



The demographics of all four districts is similar which minimize population conflicts if the districts decide to merge.

**Table 16**

**District Demographics 2017**

<b>District</b>	<b>Enrollment</b>	<b>% Low Income</b>	<b>% Mobility</b>
<b>Freeburg #77</b>	<b>668</b>	<b>16.6</b>	<b>3.3</b>
<b>St. Libory #30</b>	<b>88</b>	<b>18.2</b>	<b>5.6</b>
<b>Freeburg CCSD #70</b>	<b>783</b>	<b>6.3</b>	<b>5.6</b>
<b>Smithton CCSD #130</b>	<b>534</b>	<b>14.1</b>	<b>5.2</b>
<b>State</b>	<b>2,028,162</b>	<b>50.2</b>	<b>6.9</b>

Table 16 contains enrollments, low income percentages and mobility rates as expressed in the School Report Cards for each district. This chart further emphasizes that district demographics will be of minimal impact on consolidation efforts.

**SUMMARY FOR CURRICULUM AND ASSESSMENT**

**Curricular Positives**

1. Each district has aligned its curriculum with the State of Illinois Learning Standards and has implemented annual data-driven District Improvement Plans to address ongoing curricular and pedagogical concerns.
2. Textbooks have been adopted that are consistent with the state standards.
3. All four districts have made a solid commitment to incorporating instructional technology initiatives into their program.
4. All four districts' academic efforts are reflected in their student achievement scores on the PARCC and ACT State tests.
5. As they are all above state average, all four districts belong to the Belleville Area Special Services Cooperative (BASSC) which provides a variety of special education services.
6. Articulation refers to the process of linking two or more grade levels or the linking of educational systems. Pertaining to educational systems, Freeburg Community High School has provided for

the linkage of its high school courses with community college, vocational, and university courses.

This component of articulation is outstanding.

### **Curricular Negatives**

1. Just as the articulation of educational systems at the high school level fits into the outstanding category, the articulation between the three elementary districts currently is a great weakness. Likewise, except for the work with Algebra at the 8<sup>th</sup> grade level, the articulation between each of the three elementary districts and the high school needs improvement. If the districts want to keep from having upper grade teachers unnecessarily repeat much of what has been taught in the lower grades, a greater effort of articulation must take place. The consultants would recommend that efforts be made between the four districts for a greater emphasis on curricular articulation whether the districts proceed ahead regarding their efforts for consolidation. The bottom line is we feel with an effective articulation program, overall test scores will go up and there will be a consistency of curricular offerings, honor rolls, report cards, grading scales, to go along with the overall improvement of communication to parents and community.
2. Currently, only Freeburg District #70 offers an early childhood program.
3. While there is some consistency between the Freeburg and Smithton elementary school districts regarding curricular offerings, efforts need to be made to provide even more consistency between the districts. There is little consistency between St. Libory and the other two elementary districts.
4. Even though all three districts score higher than the state average in their state assessments, there is a significant difference in test results between the St. Libory district and the other two elementary districts. The consultants feel that consolidation could lessen this differential in test results.

## **EXTRA CURRICULAR OPPORTUNITIES**

A rich public-school experience includes many opportunities for students to pursue various avenues of interest. Although academics are the primary reason for the existence of our public schools in Illinois, many students can benefit from a wider range of educational opportunities than is provided through the regular instructional environment of the classroom. Research has shown through repeated studies that when students find an area of interest external to the classroom their academic performance is enhanced. This important link between extracurricular and academic success dictates that our schools provide learning experiences for students outside the classroom. The data collected in this regard, demonstrates that Freeburg Elementary #70, Smithton Elementary #130 and Freeburg Community High School #77 have made a commitment to provide a rich extracurricular program for their students. St. Libory Elementary #30 is limited in their extracurricular activities by the number of students enrolled along with the limited number of staff to fulfill these responsibilities.

With this said, the three elementary districts and the high school district provide twenty-seven activities at the elementary districts and twenty-nine formally organized extracurricular activities at the high school district. At the PK-8 levels the three elementary districts offer twenty-seven sports opportunities, though not duplicated in all three districts. At the high school level Freeburg offers eighteen athletic extracurricular activities. If we combine all athletic and non-athletic activities within the four school districts we will have ninety-two opportunities with some duplication (Please see Tables 1, 2, and 3.)

If one looks at the total scope of the co-curricular activities offered within the four school districts there are definitely some highlights. Freeburg Community High School #77 has a broad range of both activities and sports that compare with any school district their size throughout southern Illinois. Some of the larger districts in the area offer boys and girls tennis, boys wrestling, and boys' volleyball. For this to happen in Freeburg, there would probably have to be further consolidation efforts with another high school to build the student numbers in such a way to have enough participants to open these sports offerings, although the recent announcement of the new 90 home subdivisions in Freeburg might assist this effort. At the elementary level, there are some truly unique activity offerings. For example, St. Libory offers Fellowship of Christian Athletes (FCA), a Lego Club,

and a Computer Science Club. Smithton Elementary and Freeburg Elementary have Chess Teams, Character Education Groups, and Scholar Bowls. With consolidation, all these activities could be coordinated to have consistency throughout the district. The elementary districts would be able to add soccer and cross country for all students by developing a cooperative agreement even if the elementary districts were not located at the same location after consolidation. A cooperative agreement could be developed between the three elementary schools to provide their students activities that closely align with each students' individual talents. Currently because of its size, St. Libory is woefully short to the other elementary schools regarding both activities and athletic offerings. The one glaring component of St. Libory is that our research finds that no spring sports such as track are offered. This greatly limits their students as they enter the high school setting. The following tables break down the offerings both in athletics and co-curricular activities.

**Table 1 Extra Curricular Athletics Presently Being Offered**

**Co-Curricular Athletics:**

**Elementary Districts**

**Freeburg Elementary CCSD #70**

- Boys Baseball (fall) - Grades 6-7-8
- Girls Softball (fall) - Grades 6-7-8
- Boys and Girls Basketball (winter) - Grades 6-7-8
- Boys and Girls Cheerleading (winter) - Grades 6-7-8
- Girls Volleyball (winter) - Grades 6-7-8
- Boys and Girls Track (spring) - Grades 6-7-8
- Boys and Girls Cross Country – Grades 6-7-8

Total – 11

**Smithton Community District #130**

- Boys Baseball
- Girls Softball
- Boys and Girls cross country
- Boys and Girls basketball
- Boys and Girls cheerleading
- Boys and Girls volleyball
- Boys and Girls bowling
- Boys and Girls track and field

Total – 14

**St. Libory Consolidated School District #30**

- Boys Basketball
- Girls Basketball
- Girls Volleyball
- Boys Baseball

Total – 4

**High School District**

**Freeburg Community High School  
#77**

- Boys Baseball
- Girls Softball
- Boys and Girls basketball
- Boys and Girls track and field
- Girls cheerleading
- Girls volleyball
- Boys and Girls soccer
- Boys and Girls golf
- Boys Football
- Boys and Girls cross country
- Boys and Girls bowling
- Weightlifting
- Boys and Girls Swimming

Total - 20

**29 total activities at the Elementary Level**

**20 total activities at the High School Level**

**Table 2 Extra Curricular Activities Presently Being Offered**

## **Co-Curricular Activities:**

### **Elementary Districts**

#### **Freeburg Elementary CCSD #70**

- Beginning Band - Grade 4
- Chess Team - Grades 6-7-8 selected students
- Chorus- Grades 6-7-8
- Concert Band - Grades 5-6-7-8
- Pep Band - selected students from Concert Band
- Scholar Bowl - Grades 6-7-8 academically selected students
- Student Council - Grades 6-7-8 elected representatives
- Advisory classes are held at the end of the day for grades 6-8. These classes are used for character education and for additional academic support.

Total – 8

#### **Smithton Community District #130**

- Academic Fair (Grades K-8)
- Algebra Competition (Grades 6-8)
- Art Club (Grades 6-8)
- Band (Grades 5-8)
- Character Council
- Chess Club (Grades 7-8)
- Chorus (Grades 6-8)
- Drama Club (Grades 6-8)
- Geography Bee (Grades 6-8)
- Girls on the Run
- Let Me Run
- National Junior Honor Society
- Scholar Bowl (Grades 6-8)
- Spelling Bee (Grades 6-8)
- Student Council
- Talent Show (Grades K-8)
- Tech Club (Grades 6-8)

Total – 17

#### **St. Libory Consolidated School District #130**

- Fellowship of Christian Athletes (FCA)
- Lego Club

**28 total activities at the Elementary Level**

### **High School District**

#### **Freeburg Community High School #77**

- Art club
- Chorus
- Color Guard
- Dance Team
- Drama Club
- Family, Career, and Community Leaders of America (FCCLA)
- Foreign Language Club
- Freeburg Business Leaders of America (FBLA)
- Future Farmers of America (FFA)
- Home Economics
- Industrial Arts Club
- Literacy Club
- Marching Band
- Math Team
- Model UN
- National Honor Society
- New Horizon
- Pep Band
- Post Prom
- Scholar Bowl
- Science Club
- Service Club
- Stage Band
- Student Council
- Students Against Destructive Decisions (SADD)
- Students Against Violence (SAVE)
- Winter Guard
- WYSE Engineering and Technical Society
- Yearbook Staff (The Spotlight)

Total - 29

**29 total activities at the High School Level**

### **Table 3 Co-Curricular Activities Presently Being Offered at Elementary Districts**

#### **Freeburg Elementary CCSD #70:**

##### **ATHLETICS:**

Boys Baseball (fall) - Grades 6-7-8

Girls Softball (fall) - Grades 6-7-8

Boys and Girls Basketball (winter) - Grades 6-7-8

Boys and Girls Cheerleading (winter) - Grades 6-7-8

Girls Volleyball (winter) - Grades 6-7-8

Boys and Girls Track (spring) - Grades 6-7-8

Advisory classes are held at the end of the day for grades 6-8. These classes are used for character education and for additional academic support.

##### **Activities:**

Concert Band - Grades 5-6-7-8

Beginning Band - Grade 4

Pep Band - selected students from Concert Band

Chorus - Grades 6-7-8

Student Council - Grades 6-7-8 elected representatives

Scholar Bowl - Grades 6-7-8 academically selected students

Chess Team - Grades 6-7-8 selected students

Character Counts

Girls on the Run

Let Me Run

Talent Show

Spelling Bee

#### **St. Libory Consolidated School District # #30**

**Athletics:** Girls and Boys Basketball, Girls Volleyball, and Boys Baseball

**Activities:** Fellowship of Christian Athletes (FCA), Lego Club, Computer Science Club

#### **Smithton Consolidated School District #130**

**Athletics:** Boys Baseball, Girls Softball, Boys and Girls Cross Country, Boys and Girls Basketball, Boys and Girls Cheerleading, Boys and Girls Volleyball, Boys and Girls Bowling, Boys and Girls Track and Field.

**Activities:** Girls on the Run, Let Me Run, Academic Fair (Grades K-8), Algebra Competition (Grades 6-8), Art Club (Grades 6-8), Band (Grades 5-8), Character Council, Chess Club (Grades 7-8), Chorus (Grades 6-8), Drama Club (Grades 6-8), Geography Bee (Grades 6-8), National Junior Honor Society, Scholar Bowl (Grades 6-8), Spelling Bee (Grades 6-8), Student Council, Talent Show (Grades K-8), Tech Club (Grades 6-8)

#### **Freeburg Community High School #77**

##### **Athletics:**

Boys Baseball, Girls Softball, Boys and Girls Basketball, Boys and Girls Track and Field, Girls Cheerleading, Girls Volleyball, Boys and Girls Soccer, Boys and Girls Golf, Boys Football, Boys and Girls Cross Country, Boys and Girls Bowling, Weightlifting.

##### **Activities:**

Art club, Freeburg Business Leaders of America (FBLA), Family, Career, and Community Leaders of America (FCCLA), Home Economics, Literacy Club, Marching Band, Pep Band, Stage Band, Chorus, Model UN, Students Against Destructive Decisions (SADD), Students Against Violence (SAVE), Scholar Bowl, Student Council, Yearbook Staff (The Spotlight), Drama Club, Dance Team, Industrial Arts Club, Literacy Club, Math Team, National Honor Society, Science Club, Service Club, Winter Guard, Color Guard, WYSE Engineering and Technical Society, Future Farmers of America (FFA), Foreign Language Club, New Horizon, Post Prom.



Table 4 Co-Curricular Activities Presently Being Offered at Elementary Districts

Activity	Freeburg Elementary	Smithton Elementary	St. Libory Elementary
Boys Baseball	Yes	Yes	Yes
Boys Basketball	Yes	Yes	Yes
Girls Basketball	Yes	Yes	Yes
Girls Volleyball	Yes	Yes	Yes
Boys Volleyball	No	Yes	No
Girls Softball	Yes	Yes	No
Boys Track and Field	Yes	Yes	No
Girls Track and Field	Yes	Yes	No
Boys Cheerleading	Yes	Yes	No
Girls Cheerleading	Yes	Yes	No
Boys' Cross-Country	No	Yes	No
Girls' Cross-Country	No	Yes	No
Boys Bowling	No	Yes	No
Girls Bowling	No	Yes	No
<b>Totals</b>	<b>9</b>	<b>14</b>	<b>4</b>
Academic Fair	No	Yes	No
Algebra Competition	No	Yes	No
Art Club	No	Yes	No
Band	No	Yes	No
Beginning Band	Yes	No	No
Character Education/Council	Yes	Yes	No
Chess Club	Yes	Yes	No
Chorus	Yes	Yes	No
Computer Science Club	No	No	Yes
Concert Band	Yes	Yes	No
Drama Club	No	Yes	No
Fellowship of Christian Athletes	No	No	Yes
Geography Bee	No	Yes	No
Girls on the Run	No	Yes	No
Lego Club	No	No	Yes
National Junior Honor Society	No	Yes	No
Pep Band	Yes	No	No
Scholar Bowl	Yes	Yes	No
Spelling Bee	No	Yes	No
Student Council	Yes	Yes	No
Talent Show	No	Yes	No
Tech Club	No	Yes	No
<b>Totals</b>	<b>8</b>	<b>17</b>	<b>3</b>

As one can see from the table above, there is a significant difference in co-curricular offerings at the elementary level.

Please note, high school activities are listed in tables 1, 2, and 3. There is no need to differentiate as we are dealing with one high school. This is actually a good situation regarding co-curricular activities, especially as we look at the emotional level surrounding the school mascot at the high school level.

Freeburg has a unique situation in that there is a great loyalty to the school mascot. Involving another high school district would greatly complicate things as the mascot for Freeburg is “Midgets”. Needless to say, this mascot name is unique not only in Illinois but throughout the nation. To change the name would be highly contentious in the Freeburg community. The name “Midgets” was given to the FCHS basketball team by a local newspaper sports writer. That year the basketball team had a small team with the tallest player at five feet ten inches tall. He was the center.

Since the 1934-35 school year the name “Midgets” has been the loyal team name for many hundreds of Freeburg Community High School students on all types of teams. It is now held as an affectionate and respectful label. Today where, political correctness has come to a forefront; there has been some controversy with the mascot name from sources outside the school district. This controversy has seemed to even strengthen the resolve of the Freeburg community to stay with this mascot name that has been a rich tradition of the school for nearly 100 years.

## **SUMMARY FOR EXTRA-CURRICULAR ACTIVITIES**

Much of the details regarding the positives and negative for extra-curricular activities has been previously discussed. The key component from the consultants’ viewpoint is that consolidation would bring more consistency and opportunities to extra-curricular activities. St. Libory students would gain the most regarding opportunities to diversify the basic curriculum offered in a co-curricular format to enhance the individual strengths of the students. We do not see consolidation leading to more activities at the high school level unless there is a significant increase in enrollment. We would suggest even without an effort towards consolidation that opportunities be afforded to the students by developing an agreement between the three elementary districts for extra-curricular activities.

## **FINANCIAL CONSIDERATIONS AND COMPARISONS**

In this section of the report, the consultants have attempted to provide the readers with the pertinent data necessary to make judgments about the feasibility of reorganization considerations for the four school districts. This section of the report will include several tables showing comparative data.

Revenue funding for Illinois has now been changed from the State Aid Model to the Evidence Based Funding Model. This process of funding is still being processed at the state level and the school districts are struggling to understand how this new model will impact their revenue stream of state dollars. Currently all indicators predict increased revenue for the school districts in this study.

### **There are four major components to the model:**

1. First, the model calculates how much a district needs to provide a high-quality education to its students, called the district's Adequacy Target. A unique Adequacy Target that reflects student needs is calculated for each school district. • This is based on the actual per-pupil cost of providing a set of research-based interventions, or Essential Elements, proven to impact student learning. • The Adequacy Target is adjusted to account for regional differences in wages.
2. Second, EBM calculates each district's Local Capacity Target, or the amount each district can contribute toward its Adequacy Target from local resources. • To determine this, EBM looks at what the district should be contributing, based on its property wealth and its individual Adequacy Target, and adjusts that based on what the district is collecting in taxes, called "real receipts." • This gives the most accurate view of how well a district can support itself.
3. Third, the model determines how well-funded a district currently is, or the Percent of Adequacy that is currently funded, considering the district's local capacity and its current state funding.
4. Finally, the distribution method directs new state dollars to those districts that have the lowest Percent of Adequacy.

The following calculations were presented to the Illinois School Districts during the month of April.

The following data represents the EBF calculations for the four school districts. The concept of the model is based on adequacy and the calculations made by the state is to determine the percentage of adequacy that exists within each district in the state of Illinois. As noted in Table 1 the Final Percent of Adequacy for the districts in this study range from a low of 66.4% at St. Libory Elementary District No.30 to a high of 72.7% for Freeburg Elementary District No.70. The adequacy percentages shown in the ISBE report for all four subject districts indicate that new dollars are needed in the years ahead to move each of the districts closer to their full status of adequacy. It is anticipated that each district will be receiving increased state funding each year until they reach the 100% of their targeted adequacy level. However, please note the increased funding for the districts will only occur if the State approves additional funding for the EBF Model during the legislative budgeting process.



**TABLE I EVIDENCE BASED FUNDING MODEL CALCULATIONS FOR THE STUDY SCHOOL DISTRICTS**

New 13 Digit ID	District Name	County	Organization Type	Total ASE	Final Percent of Adequacy	Calculated New FY 18 Funding (Tier Funding)	Base Minimum Funding	Total FY 18 State Contribution
5008203000300	ST LIBORY CONS SCH DIST 30	ST CLAIR	Elementary	90.50	66.4%	7,236.98	255,172.76	262,409.74
5008207000400	FREEBURG C C SCHOOL DIST 70	ST CLAIR	Elementary	766.80	72.7%	33,429.64	1,295,261.41	1,328,691.05
5008207701600	FREEBURG COMM H S DIST 77	ST CLAIR	High School	671.00	68.2%	51,536.27	1,166,630.43	1,218,166.70
5008213000400	SMITHTON C C SCHOOL DIST 130	ST CLAIR	Elementary	524.48	71.7%	25,401.29	1,134,904.02	1,160,305.31


This section of the report will address comparative financial data between the four districts.

An attempt has been made to draw analogous data between the four school districts which might become issues for discussion by the respective Boards of Education, and/or citizens of the communities involved in the study.

**TABLE 2 REVENUE AND EXPENDITURE SUMMARY 2015-2016**

REVENUE SUMMARY BY SOURCE 2015-2016				
SOURCE 	FREEBURG 70	FREEBURG 77	SMITHTON 130	ST. LIBORY 30
LOCAL TAX	4, 238,901	\$4,793,244	\$2,863,912	\$437,357
OTHER LOCAL FUND	\$304,420	\$522,941	\$154,228	\$70,332
GENERAL STATE AID	\$1,053,674	\$762,701	\$985,701	\$210,947
OTHER STATE FUNDING	316, 291	\$336,195	\$162,174	\$51,461
FEDERAL FUNDING	\$422,730	\$231,124	\$257,780	\$81,193
TOTAL FUNDS	\$6,336,016	\$6,646,205	\$4,424,365	\$851,290
EXPENDITURE SUMMARY BY FUND 2015-2016				
FUND 	FREEBURG 70	FREEBURG 77	SMITHTON 130	ST. LIBORY 30
EDUCATION	\$4,127,608	\$5,119,389	\$3,518,535	\$569,353
OPERATIONS/MAINT	\$636,731	\$1,039,630	\$304,929	\$58,995
TRANSPORTATION	\$337,277	\$338,789	\$166,725	\$56,904
DEBT	\$352,027	\$499,361	\$162,502	\$0
TORT	\$977,107	\$505,579	\$195,130	\$38,071
IMRF	\$213,453	\$196,354	\$145,816	\$12,402
FIRE/SAFETY	\$193,623	\$59,873	\$10,150	\$48,133
CAPITAL PROJECTS	\$0	\$0	\$0	\$87,615
TOTAL	\$6,837,826	\$7,758,975	\$4,503,787	\$871,473

**TABLE 3 TAX RATES AND EAV**

TAX RATE AND EQUALIZED ASSESSED VALUATION				
SOURCE 	FREEBURG 70	FREEBURG 77	SMITHTON 130	ST. LIBORY 30
EAV/PUPIL	\$200,143	\$409,215	\$182,349	\$159,590
TOTAL TAX RATE	\$2.76	\$2.06	\$3.16	\$3.42
INSTRUCTIONAL EXPENDITURE BY PUPIL	\$4,880	\$5,890	\$5,114	\$4,360
OPERATIONAL EXPENDITURE BY PUPIL	\$8,409	\$11,354	\$8,506	\$51,461

Total revenue generated by the districts range from a high 6.6 million to a low of 851 thousand

The assessed valuation per pupil indicates the local property tax funding difference between the four districts range from a low of \$159,590 and a high of \$409.215.

The instructional expense per pupil in the districts vary with a low of \$4,360 to a high of \$5,890.

The operating expense per pupil in the districts vary with a low of \$8,409 to a high of \$11,354.

## TABLE 4 TAX RATES ST. CLAIR COUNTY SCHOOL DISTRICTS

St. Clair County Tax Rates 2013 to 2017. Rates presented for area comparison.  
The tax rates for the study range from a low of 2.42 to a high of 3.51

First Tax Installment Due	07/17/13	07/16/14	07/01/15	07/01/16	06/29/17
<b>BELLEVILLE</b>					
Belle Valley #119	4.42460	4.72750	5.03170	5.25120	5.34980
Belleville #118	3.37800	3.48800	3.56780	3.64120	3.93230
Grant #110	3.55390	3.91340	4.00200	4.52800	4.54280
High Mount #116	3.95710	4.10880	4.18320	4.58970	4.60410
Milstadt #160	2.89530	2.92970	2.99330	3.12290	3.31810
Pontiac #105	2.39010	2.41900	2.48980	2.85510	2.87640
Signal Hill #181	4.26330	4.22440	4.27920	4.32540	4.44900
Whiteside #115	2.75420	2.80460	2.76130	2.79400	2.76610
Wolf Branch #113	3.68090	3.69990	3.72380	3.85360	3.86360
Harmony-Enge #175	3.65470	3.77030	4.04180	4.68420	4.76230
Belleville #201	1.97120	1.97120	2.03520	2.15500	2.15540
<b>STUDY DISTRICTS</b>					
Freeburg #70	2.60370	2.68130	2.76100	2.84070	2.82780
St. Libory #30	2.56150	3.17420	3.42420	3.42130	3.51300
Smithton #130	3.10410	3.13580	3.16050	3.25280	3.26250
Freeburg #77	1.94620	1.96310	2.05700	2.30450	2.41580
<b>O'FALLON</b>					
Central #104	3.25000	3.25000	3.25000	3.25000	3.25000
O'Fallon #90	3.11980	3.14230	3.16940	3.13520	3.16680
Shiloh #85	3.40890	3.42250	3.47190	3.48960	3.68860
O'Fallon #203	2.20050	2.20050	2.22710	2.24240	2.31080
<b>UNIT DISTRICTS</b>					
Cahokia #187	11.04360	11.04340	11.04340	11.04850	13.08280
Dupo #196	5.38960	5.42000	5.42000	5.42160	5.29710
East St. Louis #189	10.83530	10.83840	10.83840	10.83830	10.83840
Lebanon #9	6.14170	6.21670	6.21670	6.51870	6.52600
Lovejoy #188	8.10310	8.47560	8.47560	7.56270	8.58270
Marrisa #40	5.86400	6.01610	6.01610	6.21170	6.52310
Mascoutah #19	4.42790	4.65970	4.65970	4.93380	5.17630
New Athens #60	4.30040	5.10550	5.10550	5.25410	5.29680

Table 4 shows the historical trend of tax rates for St. Clair County school districts from 2013 to 2017.

In review of the subject districts of this study the data reveals that the lowest elementary district tax rate is found at Freeburg Elementary No. 70 with a rate of \$2.89. The highest elementary district tax rate is found at St. Libory Elementary No. 30 with a rate of \$3.58. Smithton Elementary No. 130 has a rate of 3.26. Freeburg Community High School No.77 has a rate of 2.42. In comparison to other St. Clair County school districts the districts in this study with the exception of St. Libory have maintained some of the lowest tax rates in the county.

The combination of the high school and elementary rates are shown in Table 5:

**TABLE 5 COMBINED HIGH SCHOOL ELEMENTARY RATES**

<b>TOTAL COMBINED TAX RATES FOR THE ELEMENTARY SCHOOL DISTRICTS</b>			
	<b>DISTRICT RATE</b>	<b>HIGH SCHOOL RATE</b>	<b>TOTAL RATE</b>
<b>ST. LIBORY ELEMENTARY</b>	3.58	2.41	5.99
<b>FREEBURG ELEMENTARY</b>	2.89	2.41	5.30
<b>SMITHTON ELEMENTARY</b>	3.28	2.41	5.69



**TABLE 6 TAX LEVY/RATES AND EXTENSION ST. LIBORY**

<b>ST LIBORY LEVY/RATES AND EXTENSION 2017</b>						
Property Type	Total EAV	Rate Setting EAV		Other Values		
Farm	6,405,407	6,285,317		EZ Value Abated	0	
Residential	5,952,857	5,509,672		EZ Tax Abated	\$0.00	
Commercial	1,590,050	876,105		New Property	52,277	
Industrial	5,777	5,777		TIF Increment	1,277,220	
Mineral	12,442	12,442				
State Railroad	0	0				
Local Railroad	0	0				
County Total	13,966,533	12,689,313				
Total + Overlap	14,080,965	12,803,745				
Fund/Name	Levy Req	MAX Rate	CAL Rate	Actual Rate	CERT Rate	Tot Extension
ED	311,000	2.4508	2.428977	2.429	2.429	\$339,247.09
OM	49,000	0.375	0.382701	0.375	0.375	\$52,374.50
IMRF	6,000	0	0.046861	0.0469	0.0469	\$6,550.30
TRANS	16,000	0.12	0.124963	0.12	0.12	\$16,759.84
WORKING CASH	6,500	0.05	0.050766	0.05	0.05	\$6,983.27
FIRE SAFETY	6,000	0.05	0.046861	0.0469	0.0469	\$6,550.30
SPEC EDUC	2,600	0.02	0.020307	0.02	0.02	\$2,793.31
TORT	62,000	0	0.484233	0.4843	0.4843	\$67,639.92
SS	0	0	0	0	0	\$0.00
LEASE	1,700	0.05	0.013277	0.0133	0.0133	\$1,857.55
Totals	460,800		3.598946	3.5854	3.5854	\$500,756.08

The total EAV for the district is 14,080,965 with a total certified tax rate of 3.5854. The total extension of local funding for the district is \$500,756.08.

**TABLE 7 TAX LEVY/RATES AND EXTENSION FREEBURY ELEM 70**

<b>FREEBURG 70 LEVY/RATES AND EXTENSION 2017</b>						
Property Type	TOT EAV	Rate Setting EAV		Other Values		
Farm	45,626,437	45,446,968		EZ Value Abated	0	
Residential	94,582,147	94,472,530		EZ Tax Abated	\$0.00	
Commercial	19,392,431	13,848,226		New Property	795,550	
Industrial	4,178,454	4,079,930		TIF Increment	5,931,815	
Mineral	25,762	25,762				
State Railroad	1,097,390	1,097,390				
Local Railroad	0	0				
County Total	164,902,621	158,970,806				
Total + Overlap	164,902,621	158,970,806				
Fund/Name	Levy Req	MAX Rate	CAL Rate	Actual Rate	CERT Rate	Tot Extension
ED	1,850,573	1.12	1.164096	1.12	1.12	\$1,846,909.36
BOND	351,325	0	0.221	0.221	0.221	\$364,434.79
BUILD	660,919	0.4	0.415749	0.4	0.4	\$659,610.48
IMRF	79,485	0	0.05	0.05	0.05	\$82,451.31
TRANS	198,276	0.12	0.124725	0.12	0.12	\$197,883.15
WK CASH	82,615	0.05	0.051969	0.05	0.05	\$82,451.31
FIRE SAFETY	82,615	0.05	0.051969	0.05	0.05	\$82,451.31
SP ED	33,046	0.02	0.020788	0.02	0.02	\$32,980.52
TORT	1,170,025	0	0.736	0.736	0.736	\$1,213,683.29
SS	119,228	0	0.075	0.075	0.075	\$123,676.97
LEASE	82,615	0.05	0.051969	0.05	0.05	\$82,451.31
Totals	4,710,722		2.963265	2.892	2.892	\$4,768,983.80

The total EAV for the district is 164,902,621 with a total certified tax rate of 2.892. The total extension of local funding for the district is \$4,768,983.80.

The Freeburg Elementary District No. 70 reported at their April 2018 meeting of their Board of Education that the Equalized Assessed Valuation (EAV) for the district increased by 1.98%. (This is not included in Table 7 calculations) This translates to approximately \$190,000 in additional revenue for the district. This increase compares to a 5.04% increase last year. The average increase over the last five years is 1.68%.

**TABLE 8 TAX LEVY/RATES AND EXTENSION SMITHTON 130**

<b>SMITHTON 130 LEVY/RATES AND EXTENSION 2017</b>						
Property Type	TOT EAV	Rate Setting EAV		Other Values		
Farm	16,339,900	16,339,900		EZ Value Abated	0	
Residential	74,901,808	74,901,808		EZ Tax Abated	\$0.00	
Commercial	4,721,216	4,721,216		New Property	746,879	
Industrial	424,810	424,810		TIF Increment	0	
Mineral	3,991	3,991				
State Railroad	0	0				
Local Railroad	0	0				
County Total	96,391,725	96,391,725				
Total + Overl	96,391,725	96,391,725				
Fund/Name	Levy Request	Max Rate	Cal Rate	Actual Rate	Cert. Rate	Tot Extension
ED	1,962,954	2.000	2.036434	2.000	2.000	\$1,927,834.50
BOND	163,282	0	0.169394	0.1694	0.1694	\$163,287.58
BUILD	245,369	0.25	0.254554	0.25	0.25	\$240,979.31
IMRF	85,000	0	0.088182	0.0882	0.0882	\$85,017.50
TRANS	117,777	0.12	0.122186	0.12	0.12	\$115,670.07
WK CASH	49,074	0.05	0.050911	0.05	0.05	\$48,195.86
FIRE SAFETY	49,074	0.05	0.050911	0.05	0.05	\$48,195.86
SP ED	19,630	0.02	0.020365	0.02	0.02	\$19,278.35
TORT	343,688	0	0.356553	0.3566	0.3566	\$343,732.89
SS	129,000	0	0.133829	0.1339	0.1339	\$129,068.52
LEASE	49,074	0.05	0.050911	0.05	0.05	\$48,195.86
Totals	3,213,922		3.33423	3.2881	3.2881	\$3,169,456.30

The total EAV for the district is 96,391,725 with a total certified tax rate of 3.2881. The total extension of local funding for the district is \$3,169,456.30.

**TABLE 9 TAX LEVY/RATES AND EXTENSION ST. LIBORY**

<b>FREEBURG HIGH SCHOOL 77 LEVY/RATES AND EXTENSION 2017</b>						
Property Type	Total EAV	Rate Setting EAV		Other Values		
Farm	70,325,924	70,109,577		EZ Value Abated	0	
Residential	175,943,677	175,390,875		EZ Tax Abated	\$0.00	
Commercial	24,281,305	18,753,190		New Property	1,594,706	
Industrial	4,292,853	4,199,390		TIF Increment	6,390,727	
Mineral	42,195	42,195				
State Railroad	881,135	881,135				
Local Railroad	0	0				
County Total	275,767,089	269,376,362				
Total + Overlap	275,881,521	269,490,794				
Fund/Name	Levy Req	Max Rate	Cal Rate	Actual Rate	Cert Rate	Tot Extension
ED	2,859,570	1.02	1.061101	1.02	1.02	\$2,812,824.31
BOND	542,642	0	0.201358	0.2014	0.2014	\$555,394.92
BUILD	700,875	0.25	0.260074	0.25	0.25	\$689,417.72
IMRF	155,000	0	0.057516	0.0576	0.0576	\$158,841.84
TRANS	336,420	0.12	0.124835	0.12	0.12	\$330,920.51
WK CASH	140,175	0.05	0.052015	0.05	0.05	\$137,883.54
FIRE SAFETY	140,175	0.05	0.052015	0.05	0.05	\$137,883.54
SP ED	56,070	0.02	0.020806	0.02	0.02	\$55,153.42
TORT	1,450,000	0	0.538052	0.5381	0.5381	\$1,483,902.71
SS	137,000	0	0.050837	0.0509	0.0509	\$140,365.45
LEASE	140,175	0.05	0.052015	0.05	0.05	\$137,883.54
Totals	6,658,102		2.470624	2.408	2.408	\$6,640,471.50

The total EAV for the district is 275,881.521 with a total certified tax rate of 2.408. The total extension of local funding for the district is \$6,640,471.50.

**TABLE 10 ESTIMATED TAX RATE NEEDED FOR NEW DISTRICT**

<b>TAX RATE CALCULATION FOR THE NEW SCHOOL DISTRICT</b>				
	<b>TAX LEVY EXTENSION</b>	<b>TAX BASE EAV</b>	<b>DIST RATE</b>	<b>COMBINED RATE</b>
<b>ST. LIBORY 30</b>	500,756	14,081,000	3.556	5.963
<b>SMITHTON 130</b>	3,170,000	96,392,000	3.289	5.696
<b>FREEBURG 70</b>	4,769,000	165,903,000	2.875	5.282
<b>FREEBURG HS 77</b>	6,641,000	275,882,000	2.407	2.407
<b>NEW DISTRICT</b>	15,080,756	275,882,000	5.466	5.466

By combining the Equalized Assessed Valuation of all districts, we end up with a combined EAV of \$275,882,000. If we divide the 275,882,000 into the present combined tax extensions for the four districts of \$15,080,756 we arrive at an effective tax rate of approximately \$5.46. This means that to generate the same level of local revenue in the new district that is currently being received in the four existing districts the new district would need to establish a total tax rate of at least \$5.46. It must be understood that this is only a financial simulation and should not be taken as a recommendation for what the operating tax rate should be in the newly consolidated district. That decision can only be made by the Committee of Ten that establishes the full proposal for the formation of a new district that will be voted on in each of the existing districts. The projected tax rate is lower for all districts except Freeburg Elementary No. 70 which would experience a tax increase of .18. The rate would be a reduction of .50 for St. Libory taxpayers and a reduction of .24 for Smithton taxpayers.

**TABLE 11 ISBE SCHOOL DISTRICT FINANCIAL PROFILES**

<b>SCHOOL DISTRICT FINANCIAL PROFILES</b>		
<b>DISTRICT</b>	<b>FINANCIAL SCORE</b>	<b>FINANCIAL RATING</b>
<b>FREEBURG 70</b>	<b>3.65</b>	<b>RECOGNITION</b>
<b>FREEBURG 77</b>	<b>3.80</b>	<b>RECOGNITION</b>
<b>SMITHTON 130</b>	<b>3.65</b>	<b>RECOGNITION</b>
<b>ST. LIBORY 30</b>	<b>3.45</b>	<b>REVIEW</b>

Pursuant to the authority provided by Section 1A-8 of the School Code, the Illinois State Board of Education (ISBE) has developed the “School District Financial Profile” to help monitor the finances of school districts and identify which are in or are moving toward financial difficulty. This system has replaced the “Financial Watch List and Financial Assurance and Accountability System (FAAS)” that had been used for the assessment of a school district’s financial health. The major change in methodology is the FAAS utilized only one financial indicator – the Fund Balance to Revenue Ratio. The Profile includes that indicator plus four additional measures to expand our capability to accomplish a truer risk assessment.

The five indicators are individually scored and weighted to arrive at a Total Profile Score and applicable designation.

1. Fund Balance to Revenue Ratio
2. Expenditure to Revenue Ratio
3. Days Cash on Hand
4. Percent of Short-Term Borrowing Ability Remaining
5. Percent of Long-Term Debt Margin

**If a district receives a score of 3.54 - 4.00**, they are in the highest category of financial strength - Financial Recognition. These districts require little or no review or involvement by ISBE unless requested by the district.

**If a district receives a score of 3.08 - 3.53**, they are in the next highest financial health category of Financial Review. Districts in this category will be given a limited review by ISBE, but they will be monitored for potential downward trends. Staff will be assessing the next year's school budget for negative trends.

**If a district receives a score of 2.62 - 3.07**, they are placed in the category of Financial Early Warning. ISBE will be monitoring these districts closely and offering proactive technical assistance (e.g., financial projections and cash flow analysis, etc.) These districts will also be reviewed to determine whether they meet the criteria set forth in Article 1A-8 of the School Code to be certified in financial difficulty and possibly qualify for a Financial Oversight Panel.

**If a district receives a score of 1.00 - 2.61**, they are in the highest risk category of Financial Watch. As with the Financial Early Warning districts, ISBE will be monitoring these districts very closely and offering them technical assistance including, but not limited to, financial projections, cash flow analysis, budgeting, personnel inventories, and enrollment projections. These districts will also be reviewed to determine whether they meet criteria set forth in Article 1A-8 of the School Code to be certified in financial difficulty and qualify for a Financial Oversight Panel.

## **CONSIDERATION OF STATE INCENTIVE MONEY**

Please note that the following information doesn't yet contain the Evidence-Based Funding estimated incentive. It does contain the current estimates for Deficit Fund Balance Incentive, Salary Difference Incentive, and \$4,000 per Certified Staff Incentive.

However, if the three districts pursue a waiver to go forward without St Libory, estimates would have to be revised without St Libory in the mix. But, estimated incentives are always a moveable target based on the best information at this time. If the districts move forward, they can always request updated estimates as they need. Estimates can be provided to the school districts at any time outside of a formal study.

There is a substantial salary incentive difference. While that seems great now, if a consolidation happens and the actual salary schedule mirrors the highest salary schedule (this is a negotiated item between the new school board and new union), once the 4-year incentive time expires, the new district would be looking at supporting those salaries with local funds. This must be considered as the new district begins to structure their future budgetary strategies.

Smithton has a unique schedule in that teachers were only advanced a half step in the 2016-17 school year and a half step in the 2017-18 school year. To make the comparison, the teachers were moved back to the step they were in the 2015-16 school year and then advanced them on each other schedule – in effect, moving the other district teachers up 2 half steps to see what they would have made on the Smithton schedule and moving the Smithton teachers up 2 full steps to see what they would have made on each other district schedule.



## TABLE: 12 TOTAL FUND BALANCE – FY 17 ANNUAL FINANCIAL REPORT

<b>Total Fund Balance - FY 2017 Annual Financial Report</b>							
<b>St Libory Cons SD 30 / Freeburg CCSD 70 / Smithton CCSD 130 / Freeburg CHSD 77</b>							
<b>Consolidation into Unit District</b>							
<b>The below are estimates only. Final incentives will change based on the applicable Annual Financial Reports used at the time of the reorganization</b>							
	Cash				Working		
	or	Educational	O & M	Transportation	Cash		Grand
County/District	Accrual	Fund	Fund	Fund	Fund	Total	Total
St Clair County							
St Libory Cons SD 30	Cash	93,534	59,125	1,953	1,570	156,182	
Less 2016 taxes rec'd							
prior to 6-30-17		44,465	6,804	2,178	907	54,354	
Less Early Taxes: Spec Ed						362	
Adj. Fund Balance		49,069	52,321	(225)	663		101,466
Freeburg CCSD 70	Cash	504,541	518,090	544,952	1,791,474	3,359,057	
Less 2016 taxes rec'd							
prior to 6-30-17		0	0	0	0	0	
Less Early Taxes: Spec Ed						0	
Adj. Fund Balance		504,541	518,090	544,952	1,791,474		3,359,057
Smithton CCSD 130	Cash	1,553,369	1,165,795	527,908	404,770	3,651,842	
Less 2016 taxes rec'd							
prior to 6-30-17		0	0	0	0	0	
Less Early Taxes: Spec Ed						0	
Adj. Fund Balance		1,553,369	1,165,795	527,908	404,770		3,651,842
Freeburg CHSD 77	Cash	290,601	757,384	490,676	0	1,538,661	
Less 2016 taxes rec'd							
prior to 6-30-17		0	0	0	0	0	
Less Early Taxes: Spec Ed						0	
Adj. Fund Balance		290,601	757,384	490,676	0		1,538,661
<b>Total Fund Balance from Page 8 of the 2017 AFR; Early Taxes from Page 24 of the 2017 AFR</b>							

## TABLE 13: Unreserved Fund Balance - FY 2017

### Annual Financial Report

St Libory Cons SD 30 / Freeburg CCSD 70 / Smithton CCSD 130 / Freeburg CHSD 77  
Consolidation into Unit District

The below are estimates only. Final incentives will change based on the applicable Annual Financial Reports used at the time of the reorganization.

County/District	Cash or Accrual	Educational Fund	O & M Fund	Trans Fund	Working Cash Fund	Total
St Clair County						
<b><u>St Libory Cons SD 30</u></b>	Cash	65,004	46,204	1,953	1,570	114,731
Less 2016 taxes rec'd prior to 6-30-17		44,465	6,804	2,178	907	54,354
Adj. Fund Balance		20,539	39,400	(225)	663	60,377
<b><u>Freeburg CCSD 70</u></b>	Cash	504,541	518,090	544,952	1,791,474	3,359,057
Less 2016 taxes rec'd prior to 6-30-17		0	0	0	0	0
Adj. Fund Balance		504,541	518,090	544,952	1,791,474	3,359,057
<b><u>Smithton CCSD 130</u></b>	Cash	1,553,369	1,165,795	0	404,770	3,123,934
Less 2016 taxes rec'd prior to 6-30-17		0	0	0	0	0
Adj. Fund Balance		1,553,369	1,165,795	0	404,770	3,123,934
<b><u>Freeburg CHSD 77</u></b>	Cash	290,601	724,896	490,676	0	1,506,173
Less 2016 taxes rec'd prior to 6-30-17		0	0	0	0	0
Adj. Fund Balance		290,601	724,896	490,676	0	1,506,173

Unreserved Fund Balance from Page 5 of the 2017 AFR; Early Taxes from Page 24 of the 2017 AFR

**TABLE 14: ESTIMATED EVIDENCE BASED FUNDING DIFFERENCE**

ESTIMATED Evidence-Based Funding Difference Incentive									
St Libory Cons SD 30 / Freeburg CCSD 70 / Smithton CCSD 130 / Freeburg CHSD 77									
Consolidation into Unit District									
The below are estimates only. Final incentives will change based on the Evidence-Based Funding factors at the time of the reorganization.									
					Evidence-Based	4 Year			
	District	Enrollment*	RCDT Code		Funding	Total			
	St Libory Cons SD 30	87	50-082-0300-03						
	Freeburg CCSD 70	771	50-082-0700-04						
	Smithton CCSD 130	518	50-082-1300-04						
	Freeburg CHSD 77	661	50-082-0770-16						
		2,037			See Note Below				
Evidence-Based Funding (EBF) Difference Incentive is payable for 4 years.									
Estimate is based on the EBF payable in fiscal year [ ].									
Evidence-Based Funding is calculated for the combined district for the first year during which the reorganization becomes effective.									
Evidence-Based Funding is also calculated for the original districts prior to the reorganization.									
If the sum of the EBF for the individual districts prior to the reorganization is greater than the EBF for the combined district,									
a supplementary state aid payment equal to the difference will be made. If the amount of EBF after reorganization is greater									
than the combined EBF the districts would have received prior to reorganization, the incentive is \$0.									
NOTE: Estimates for the Evidence-Based Funding (EBF) Difference Incentive unable to be calculated at this time.									
*Total number of students - based on 2016-17 school year Fall Enrollment Counts									

**TABLE: 15 EVIDENCE BASED FUNDING DIFFERENCE**

ESTIMATED Evidence-Based Funding Difference Incentive Calculation			
St Libory Cons SD 30 / Freeburg CCSD 70 / Smithton CCSD 130 / Freeburg CHSD 77			
Consolidation into Unit District			
The below are estimates only. Final incentives will change based on the Evidence-Based Funding factors at the time of the reorganization.			
Estimated Evidence-Based Funding - after Reorganization			
(Base Funding Minimum + Tier Funding)			
Evidence-Based Funding - before Reorganization			
(Base Funding Minimum + Tier Funding):			
Total Evidence-Based Funding - before Reorganization		\$0.00	
Gain (Loss) Loss = Incentive		<u>\$0.00</u>	
NOTE: Estimates for the Evidence-Based Funding (EBF) Difference Incentive unable to be calculated at this time.			

**TABLE: 16 DEFICIT FUND BALANCE INCENTIVE**

ESTIMATED Deficit Fund Balance Incentive															
St Libory Cons SD 30 / Freeburg CCSD 70 / Smithton CCSD 130 / Freeburg CHSD 77															
Consolidation into Unit District															
The below are estimates only. Final incentives will change based on the applicable Annual Financial Reports used at the time of the reorganization.															

**TABLE: 17 ESTIMATED SALARY DIFFERENCE INCENTIVE**

ESTIMATED Salary Difference Incentive						
St Libory Cons SD 30 / Freeburg CCSD 70 / Smithton CCSD 130 / Freeburg CHSD 77						
Consolidation into Unit District						
The below are estimates only. Final incentives will change based on the salary schedule differences at the time of the reorganization.						
				# Full Time		4 Year
	District	Enrollment*	RCDT Code	Teachers	Salary	Total
	St Libory Cons SD 30	87	50-082-0300-03	7		
	Freeburg CCSD 70	771	50-082-0700-04	47		
	Smithton CCSD 130	518	50-082-1300-04	37		
	Freeburg CHSD 77	661	50-082-0770-16	42		
		2,037		133	\$495,509 <sup>a</sup>	\$1,982,036
Salary Difference Incentive is payable for 4 years.						
Calculation is equal to the difference of the sum of the salaries earned by each teacher in their original district and the sum of the salaries they would have been paid if place on the highest salary schedule of the districts involved.						
Estimate is based on the most current staff listings and salary schedules as provided by the districts.						
Actual incentive will be calculated based on staff employed by one of the original districts in the year prior to the consolidation/annexation who will also be employed by the consolidated/annexing district and the salary schedules in effect he year prior to the consolidation/annexation						
<sup>a</sup> Based on salary information provided by each of the four districts for the 2017-18 school year.						
NOTE: Above estimates assume staffing levels of new district to be the same as the combined staffing levels of the original districts.						
The estimates do not take into account potential increase or decrease of staff levels due to the reorganization.						
*Total number of students - based on 2016-17 school year Fall Enrollment Counts						

**TABLE: 18 SALARY DIFFERENCE INCENTIVE**

<b>ESTIMATED Salary Difference Incentive - July 2018 Revision</b>			
<b>St Libory Cons SD 30 / Freeburg CCSD 70 / Smithton CCSD 130 / Freeburg CHSD 77</b>			
<b>Consolidation into Unit District</b>			
<b>The below are estimates only. Final incentives will change based on the salary schedule differences at the time of the reorganization.</b>			
Below figures taken from individual district pages			
	2017-18 Home	2017-18 Highest	
Employee Name	Salary	Salary	Difference
St Libory Staff	\$267,257.14	\$406,106.12	\$138,848.98
Freeburg EL Staff	\$3,314,075.10	\$3,407,440.82	\$93,365.72
Smithton Staff	\$2,069,216.48	\$2,257,978.26	\$188,761.78
Freeburg HS Staff	\$2,829,329.12	\$2,903,861.65	\$74,532.53
Estimated Total Home	\$8,479,877.85		
Estimated Total on Highest		\$8,975,386.85	
Estimated Salary Difference Incentive			\$495,509.00
			\$495,509.00

**TABLE: 19 ST LIBORY ELEMENTARY**

<b>ESTIMATED Salary Difference Incentive - July 2018 Revision</b>											
<b>St Libory Cons SD 30 / Freeburg CCSD 70 / Smithton CCSD 130 / Freeburg CHSD 77</b>											
<b>Consolidation into Unit District</b>											
<b>The below are estimates only. Final incentives will change based on the salary schedule differences at the time of the reorganization.</b>											
Comparison of St Libory staff											
St Libory schedule starts with Step 0; Freeburg EL, Smithton, & Freeburg HS salary schedules start with Step 1											
Smithton salary schedule granted half step over previous placement for both the 2016-17 and 2017-18 school years											
Freeburg EL takes TRS out of salary listed on schedule; St Libory, Smithton, & Freeburg HS pay TRS on top of salary schedule salary											
			2017-18	2017-18	2017-18	2017-18	2017-18	2017-18			
	2017-18 St	2017-18 St	Freeburg EL	Freeburg EL	Smithton	Smithton	Freeburg HS	Freeburg HS	Highest	Highest	Individual
Name	Libory Step	Libory Salary	Step	Salary	Step	Salary	Step	Salary	Salary	District	Difference
<b>St Libory Staff</b>											
Albrecht, M	M / 9	\$38,746.15	M / 10	\$62,448.00	M / 9	\$58,128.57	M / 10	\$59,267.03	\$62,448.00	F - EL	\$23,701.85
Anthony, S	B+16 / 16	\$43,558.24	B+16 / 16	\$65,104.00	B+16 / 16	\$60,565.93	B+16 / 17	\$67,397.80	\$67,397.80	F - HS	\$23,839.56
Bultman, S	B+24 / 20	\$47,520.88	B+24 / 18	\$68,765.00	B+24 / 18	\$64,064.84	B+24 / 21	\$73,647.25	\$73,647.25	F - HS	\$26,126.37
Diecker, S	B+8 / 17	\$43,840.66	B+8 / 14	\$61,043.00	B+8 / 15	\$56,889.01	B+8 / 18	\$65,434.07	\$65,434.07	F - HS	\$21,593.41
Greiwe, J	B+ 8 / 4	\$32,801.10	B+8 / 5	\$48,089.00	B+8 / 4	\$43,529.67	B+8 / 5	\$45,894.51	\$48,089.00	F - EL	\$15,287.90
Moorhead, E	B+8 / 1	\$30,253.85	B+8 / 2	\$44,341.00	B+8 / 1.5	\$39,876.92	B+8 / 2	\$42,000.00	\$44,341.00	F - EL	\$14,087.15
Weber, R	B / 2	\$30,536.26	B / 3	\$44,749.00	B / 2	\$39,879.12	B / 3	\$42,000.00	\$44,749.00	F - EL	\$14,212.74
Estimated Total on Home Salary System		\$267,257.14									
Estimated Total on Highest Salary System									\$406,106.12		
Estimated Salary Difference Incentive - St Libory Staff											\$138,848.98
St Libory total teaching staff		7									
Less part-time		0									
St Libory full-time teaching staff		7									
Estimated Full-Time Administration		1									
Estimated total Full-Time Certified Staff		8									



# TABLE: 20

## FREEBURGELEMENTARY

ESTIMATED Salary Difference Incentive - July 2018 Revision											
St Libory Cons SD 30 / Freeburg CCSD 70 / Smithton CCSD 130 / Freeburg CHSD 77											
Consolidation into Unit District											
The below are estimates only. Final incentives will change based on the salary schedule differences at the time of the reorganization.											
Comparison of Freeburg EL staff											
St Libory schedule starts with Step 0; Freeburg EL, Smithton, & Freeburg HS salary schedules start with Step 1											
Smithton salary schedule granted half step over previous placement for both the 2016-17 and 2017-18 school years											
Freeburg EL takes TRS out of salary listed on schedule; St Libory, Smithton, & Freeburg HS pay TRS on top of salary schedule salary											
Name	2017-18 Freeburg EL Step	2017-18 Freeburg EL Salary	2017-18 Smithton Step	2017-18 Smithton Salary	2017-18 Freeburg HS Step	2017-18 Freeburg HS Salary	2017-18 St Libory Step	2017-18 St Libory Salary	Highest Salary	Highest District	Individual Difference
<b>Freeburg Elementary Staff</b>											
Becker, K	B+24 / 5	\$49,772.00	B+24 / 4	\$46,729.67	B+24 / 5	\$48,689.01	B+24 / 4	\$33,932.97	\$49,772.00	F - EL	\$0.00
Birch, A (60%)	M / 3	\$31,149.00	M / 2	\$29,204.84	M / 3	\$28,913.41	M / 2	\$19,680.66	\$31,149.00	F - EL	\$0.00
Cooper, A	B+8 / 6	\$49,792.00	B+8 / 5	\$44,991.21	B+8 / 6	\$47,271.43	B+8 / 5	\$33,650.55	\$49,792.00	F - EL	\$0.00
Derwort, M (21 years)	M+24 / 20	\$82,497.00	M+24 / 20	\$74,780.22	M+24 / 21	\$87,035.16	M / 20	\$48,086.81	\$87,035.16	F - HS	\$4,538.16
Deterding, K (22 years)	M+24 / 20	\$82,497.00	M+24 / 21	\$76,158.24	M+24 / 22	\$87,035.16	M / 21	\$48,937.36	\$87,035.16	F - HS	\$4,538.16
Dierker, R	M+24 / 20	\$82,497.00	M+24 / 19	\$73,398.90	M+24 / 20	\$87,035.16	M / 19	\$47,237.36	\$87,035.16	F - HS	\$4,538.16
Douthit, S	B+8 / 2	\$44,341.00	B+8 / 1.5	\$39,876.92	B+8 / 2	\$42,000.00	B+8 / 1	\$30,253.85	\$44,341.00	F - EL	\$0.00
Freebairn, M	M+24 / 13	\$70,894.00	M+24 / 12	\$64,913.19	M+24 / 13	\$70,767.03	M / 12	\$41,293.41	\$70,894.00	F - EL	\$0.00
Gagen, S	M / 13	\$67,558.00	M / 12	\$61,829.67	M / 13	\$64,762.64	M / 12	\$41,293.41	\$67,558.00	F - EL	\$0.00
Gale, K (24 years)	M+24 / 20	\$82,497.00	M+24 / 23	\$78,916.48	M+24 / 24	\$87,035.16	M / 23	\$50,636.26	\$87,035.16	F - HS	\$4,538.16
Goodnight, J (65%)	M / 5	\$35,577.10	M / 4	\$33,538.57	M / 5	\$33,230.71	M / 4	\$22,424.29	\$35,577.10	F - EL	\$0.00
Goscinski, T (50%)	M+24 / 20	\$41,248.50	M+24 / 19	\$36,699.45	M+24 / 20	\$43,517.58	M / 19	\$23,618.68	\$43,517.58	F - HS	\$2,269.08
Green, C	M+8 / 12	\$67,000.00	M+8 / 11	\$61,440.66	M+8 / 12	\$64,762.64	M / 11	\$40,443.96	\$67,000.00	F - EL	\$0.00
Grommet, C	B+8 / 9	\$53,701.00	B+8 / 8	\$48,909.89	B+8 / 9	\$51,654.95	B+8 / 8	\$36,197.80	\$53,701.00	F - EL	\$0.00
Havel, L (22 years)	M+8 / 20	\$80,173.00	M+8 / 21	\$73,847.25	M+8 / 22	\$82,038.46	M / 21	\$48,937.36	\$82,038.46	F - HS	\$1,865.46
Hazelwood, J	M+24 / 20	\$82,497.00	M+24 / 19	\$73,398.90	M+24 / 20	\$87,035.16	M / 19	\$47,237.36	\$87,035.16	F - HS	\$4,538.16
Heidenreich, L (32 years)	M+24 / 20	\$82,497.00	M+24 / 24	\$80,294.51	M+24 / 31	\$87,035.16	M / 30	\$56,497.80	\$87,035.16	F - HS	\$4,538.16
Heiligenstein, G (26 years)	M+8 / 20	\$80,173.00	M+8 / 22	\$75,225.27	M+8 / 26	\$82,038.46	M / 25	\$52,336.26	\$82,038.46	F - HS	\$1,865.46
Howard, R	B+24 / 6	\$51,475.00	B+24 / 5	\$48,189.01	B+24 / 6	\$50,150.55	B+24 / 5	\$34,782.42	\$51,475.00	F - EL	\$0.00
Hummert, J (21 years)	M / 20	\$79,160.00	M / 20	\$71,694.51	M / 21	\$79,649.45	M / 20	\$48,086.81	\$79,649.45	F - HS	\$489.45
Hund, L (24 years)	M+24 / 20	\$82,497.00	M+24 / 23	\$78,916.48	M+24 / 24	\$87,035.16	M / 23	\$50,636.26	\$87,035.16	F - HS	\$4,538.16
Imm, Justin	B+16 / 5	\$48,931.00	B+16 / 4	\$45,987.91	B+16 / 5	\$47,271.43	B+16 / 4	\$33,367.03	\$48,931.00	F - EL	\$0.00
Janssen, Je	M+24 / 20	\$82,497.00	M+24 / 19	\$73,398.90	M+24 / 20	\$87,035.16	M / 19	\$47,237.36	\$87,035.16	F - HS	\$4,538.16
Janssen, Ji (21 years)	M+24 / 20	\$82,497.00	M+24 / 20	\$74,780.22	M+24 / 21	\$87,035.16	M / 20	\$48,086.81	\$87,035.16	F - HS	\$4,538.16
Joseph, M	M+24 / 20	\$82,497.00	M+24 / 19	\$73,398.90	M+24 / 20	\$87,035.16	M / 19	\$47,237.36	\$87,035.16	F - HS	\$4,538.16
Kassly, E	B / 8	\$51,556.00	B / 7	\$46,738.46	B / 8	\$48,689.01	B / 7	\$34,782.42	\$51,556.00	F - EL	\$0.00
Ketchum, S	M / 10	\$62,448.00	M / 9	\$58,128.57	M / 10	\$59,267.03	M / 9	\$38,746.15	\$62,448.00	F - EL	\$0.00
Ketterer, K	M / 3	\$51,915.00	M / 2	\$48,674.73	M / 3	\$48,189.01	M / 2	\$32,801.10	\$51,915.00	F - EL	\$0.00
Kolakowski, M	M / 13	\$67,558.00	M / 12	\$61,829.67	M / 13	\$64,762.64	M / 12	\$41,293.41	\$67,558.00	F - EL	\$0.00
Krauss, B (22 years)	M+8 / 20	\$80,173.00	M+8 / 21	\$73,847.25	M+8 / 22	\$82,038.46	M / 21	\$48,937.36	\$82,038.46	F - HS	\$1,865.46
Krauss, D (26 years)	B+24 / 18	\$68,765.00	B+24 / 18	\$64,064.84	B+24 / 26	\$73,647.25	B+24 / 25	\$51,769.23	\$73,647.25	F - HS	\$4,882.25
Kuklinski, L (26 years)	M+24 / 20	\$82,497.00	M+24 / 24	\$80,294.51	M+24 / 26	\$87,035.16	M / 25	\$52,336.26	\$87,035.16	F - HS	\$4,538.16
Lang, S (50%)	B / 3	\$22,374.50	B / 2	\$19,939.56	B / 3	\$21,000.00	B / 2	\$15,268.13	\$22,374.50	F - EL	\$0.00
Lanter, D (23 years)	M+24 / 20	\$82,497.00	M+24 / 22	\$77,537.36	M+24 / 23	\$87,035.16	M / 22	\$49,786.81	\$87,035.16	F - HS	\$4,538.16
Mitchell, K (frozen Step 13)	B / 13	\$47,039.00	B / 12	\$52,673.63	B / 13	\$56,443.96	B / 12	\$39,029.67	\$56,443.96	F - HS	\$9,404.96
Mueller, N	M / 9	\$60,995.00	M / 8	\$56,680.22	M / 9	\$57,540.66	M / 8	\$37,896.70	\$60,995.00	F - EL	\$0.00
Mullins, P (24 years)	M+24 / 20	\$82,497.00	M+24 / 23	\$78,916.48	M+24 / 24	\$87,035.16	M / 23	\$50,636.26	\$87,035.16	F - HS	\$4,538.16
Nall, A (50%)	B / 1	\$21,125.00	B / 1	\$19,209.34	B / 1	\$19,794.51	B / 0	\$14,419.23	\$21,125.00	F - EL	\$0.00
Payne, A	M+8 / 15	\$71,710.00	M+8 / 14	\$64,926.37	M+8 / 15	\$70,767.03	M / 14	\$42,992.31	\$71,710.00	F - EL	\$0.00
Pierce, D	M / 12	\$65,988.00	M / 11	\$60,665.93	M / 12	\$62,875.82	M / 11	\$40,443.96	\$65,988.00	F - EL	\$0.00
Range, J	B / 6	\$48,951.00	B / 5	\$44,261.54	B / 6	\$45,894.51	B / 5	\$33,084.62	\$48,951.00	F - EL	\$0.00
Richards, J	M / 20	\$79,160.00	M / 19	\$70,312.09	M / 20	\$79,649.45	M / 19	\$47,237.36	\$79,649.45	F - HS	\$489.45
Richter, J	B / 1	\$42,250.00	B / 1	\$38,418.68	B / 1	\$39,589.01	B / 0	\$28,838.46	\$42,250.00	F - EL	\$0.00
Rogers, M	B / 5	\$47,248.00	B / 4	\$42,802.20	B / 5	\$44,558.24	B / 4	\$32,235.16	\$47,248.00	F - EL	\$0.00
Schulz, J	M / 20	\$79,160.00	M / 19	\$70,312.09	M / 20	\$79,649.45	M / 19	\$47,237.36	\$79,649.45	F - HS	\$489.45
Schulz, S (23 years)	M+24 / 20	\$82,497.00	M+24 / 22	\$77,537.36	M+24 / 23	\$87,035.16	M / 22	\$49,786.81	\$87,035.16	F - HS	\$4,538.16
Shorter, R	B / 1	\$42,250.00	B / 1	\$38,418.68	B / 1	\$39,589.01	B / 0	\$28,838.46	\$42,250.00	F - EL	\$0.00
Smoker, D	B / 1	\$42,250.00	B / 1	\$38,418.68	B / 1	\$39,589.01	B / 0	\$28,838.46	\$42,250.00	F - EL	\$0.00
Thompson, D	B / 5	\$47,248.00	B / 4	\$42,802.20	B / 5	\$44,558.24	B / 4	\$32,235.16	\$47,248.00	F - EL	\$0.00
Tucker, N	B+16 / 4	\$47,681.00	B+16 / 3	\$44,528.57	B+16 / 4	\$45,894.51	B+16 / 3	\$32,518.68	\$47,681.00	F - EL	\$0.00
Wiggs, J (30 years)	M+16 / 20	\$81,185.00	M+16 / 24	\$79,519.78	M+16 / 30	\$84,500.00	M / 29	\$55,665.93	\$84,500.00	F - HS	\$3,315.00
Woods, K	M+24 / 18	\$79,143.00	M+24 / 17	\$70,639.56	M+24 / 18	\$82,038.46	M / 17	\$45,539.56	\$82,038.46	F - HS	\$2,895.46
Estimated Total on Home Salary System		\$3,314,075.10									
Estimated Total on Highest Salary System									\$3,407,440.82		
Estimated Salary Difference Incentive											\$93,365.72
										Check	\$93,365.72
Freeburg EL total teaching staff		52									
Less part-time		-5									
Freeburg EL full-time teaching staff		47									
Estimated Full-Time Administration		3									

# TABLE: 21 SMITHTON ELEMENTARY

ESTIMATED Salary Difference Incentive - July 2018 Revision											
St Libory Cons SD 30 / Freeburg CCSD 70 / Smithton CCSD 130 / Freeburg CHSD 77											
Consolidation into Unit District											
The below are estimates only. Final incentives will change based on the salary schedule differences at the time of the reorganization.											
Comparison of Smithton staff											
St Libory schedule starts with Step 0; Freeburg EL, Smithton, & Freeburg HS salary schedules start with Step 1											
Smithton salary schedule granted half step over previous placement for both the 2016-17 and 2017-18 school years											
Freeburg EL takes TRS out of salary listed on schedule; St Libory, Smithton, & Freeburg HS pay TRS on top of salary schedule salary											
	2017-18	2017-18	2017-18	2017-18			2017-18	2017-18			
	Smithton	Smithton	Freeburg HS	Freeburg HS	2017-18 St	2017-18 St	Freeburg EL	Freeburg EL			
Name	Step	Salary	Step	Salary	Libory Step	Libory Salary	Step	Salary	Highest Salary	Highest District	Individual Difference
<b>Smithton Staff</b>											
Beggs (step 26)	M+8 / 22	\$75,225.27	M+8 / 27	\$82,038.46	M / 26	\$53,168.13	M+8 / 20	\$80,173.00	\$82,038.46	F - HS	\$6,813.19
Berry	M / 12	\$61,829.67	M / 13	\$64,762.64	M / 12	\$41,293.41	M / 13	\$67,558.00	\$67,558.00	F - EL	\$5,728.33
Borgschulte	M / 15	\$65,315.38	M / 16	\$70,767.03	M / 15	\$43,840.66	M / 16	\$72,667.00	\$72,667.00	F - EL	\$7,351.62
Brueggeman	B / 5	\$44,261.54	B / 6	\$45,894.51	B / 5	\$33,084.62	B / 6	\$48,951.00	\$48,951.00	F - EL	\$4,689.46
Carter	M+8 / 11	\$61,440.66	M+8 / 12	\$64,762.64	M / 11	\$40,443.96	M+8 / 12	\$67,000.00	\$67,000.00	F - EL	\$5,559.34
Courtney	M / 11	\$60,665.93	M / 12	\$62,875.82	M / 11	\$40,443.96	M / 12	\$65,988.00	\$65,988.00	F - EL	\$5,322.07
Fox, T (step 32)	M+16 / 24	\$79,519.78	M+16 / 31	\$84,500.00	M / 30	\$56,497.80	M+16 / 20	\$81,185.00	\$84,500.00	F - HS	\$4,980.22
Gaubatz	M+24 / 12	\$64,913.19	M+24 / 13	\$70,767.03	M / 12	\$41,293.41	M+24 / 13	\$70,894.00	\$70,894.00	F - EL	\$5,980.81
Geberding	M+24 / 12	\$64,913.19	M+24 / 13	\$70,767.03	M / 12	\$41,293.41	M+24 / 13	\$70,894.00	\$70,894.00	F - EL	\$5,980.81
Hammel	B+8 / 15	\$56,889.01	B+8 / 16	\$63,528.57	B+8 / 15	\$42,142.86	B+8 / 14	\$61,043.00	\$63,528.57	F - HS	\$6,639.56
Hedrick	B+24 / 14	\$59,283.52	B+24 / 15	\$65,434.07	B+24 / 14	\$42,426.37	B+24 / 15	\$64,136.00	\$65,434.07	F - HS	\$6,150.55
Hoover	B+24 / 16	\$61,305.49	B+24 / 17	\$69,419.78	B+24 / 16	\$44,124.18	B+24 / 17	\$67,355.00	\$69,419.78	F - HS	\$8,114.29
Hoover, A	B+8 / 4	\$43,529.67	B+8 / 5	\$45,894.51	B+8 / 4	\$32,801.10	B+8 / 5	\$48,089.00	\$48,089.00	F - EL	\$4,559.33
Junker (step 20)	B+8 / 15	\$56,889.01	B+8 / 21	\$65,434.07	B+8 / 20	\$46,389.01	B+8 / 14	\$61,043.00	\$65,434.07	F - HS	\$8,545.06
Kapp	B / 14	\$55,000.00	B / 15	\$59,882.42	B / 14	\$40,727.47	B / 12	\$57,382.00	\$59,882.42	F - HS	\$4,882.42
Koester	B+8 / 11	\$52,238.46	B+8 / 12	\$56,443.96	B+8 / 11	\$38,746.15	B+8 / 12	\$58,223.00	\$58,223.00	F - EL	\$5,984.54
Kueker	M / 14	\$64,152.75	M / 15	\$68,706.59	M / 14	\$42,992.31	M / 15	\$70,697.00	\$70,697.00	F - EL	\$6,544.25
LaFrance - new @ Step 2	B / 2	\$39,879.12	B / 2	\$40,776.92	B / 1	\$29,687.91	B / 2	\$43,499.00	\$43,499.00	F - EL	\$3,619.88
Lance	B / 2.5	\$40,609.34	B / 3	\$42,000.00	B / 2	\$30,536.26	B / 3	\$44,749.00	\$44,749.00	F - EL	\$4,139.66
Lepere	M / 10	\$59,574.73	M / 11	\$61,045.05	M / 10	\$39,595.60	M / 11	\$64,418.00	\$64,418.00	F - EL	\$4,843.27
Lucash	M / 11	\$60,665.93	M / 12	\$62,875.82	M / 11	\$40,443.96	M / 12	\$65,988.00	\$65,988.00	F - EL	\$5,322.07
Morra	M / 12	\$61,829.67	M / 13	\$64,762.64	M / 12	\$41,293.41	M / 13	\$67,558.00	\$67,558.00	F - EL	\$5,728.33
Mueth	B / 5	\$44,261.54	B / 6	\$45,894.51	B / 5	\$33,084.62	B / 6	\$48,951.00	\$48,951.00	F - EL	\$4,689.46
Osborn	B / 14	\$55,000.00	B / 15	\$59,882.42	B / 14	\$40,727.47	B / 12	\$57,382.00	\$59,882.42	F - HS	\$4,882.42
Rainbolt	M / 5	\$53,058.24	M / 6	\$52,657.14	M / 5	\$35,349.45	M / 6	\$56,597.00	\$56,597.00	F - EL	\$3,538.76
Rank	B / 9	\$49,632.97	B / 10	\$51,654.95	B / 9	\$36,481.32	B / 10	\$54,162.00	\$54,162.00	F - EL	\$4,529.03
Ratz	B+32 / 4	\$47,468.13	B+24 / 5	\$48,689.01	B+24 / 4	\$33,932.97	B+24 / 5	\$49,772.00	\$49,772.00	F - EL	\$2,303.87
Rogers, O	B / 5	\$44,261.54	B / 6	\$45,894.51	B / 5	\$33,084.62	B / 6	\$48,951.00	\$48,951.00	F - EL	\$4,689.46
Runyon	B+32 / 5	\$48,928.57	B+24 / 6	\$50,150.55	B+24 / 5	\$34,782.42	B+24 / 6	\$51,475.00	\$51,475.00	F - EL	\$2,546.43
Sehr - new @ Step 1	B / 1	\$38,418.68	B / 1	\$39,589.01	B / 0	\$28,838.46	B / 1	\$42,250.00	\$42,250.00	F - EL	\$3,831.32
Servos	M / 10	\$59,574.73	M / 11	\$61,045.05	M / 10	\$39,595.60	M / 11	\$64,418.00	\$64,418.00	F - EL	\$4,843.27
Sliment	B / 5	\$44,261.54	B / 6	\$45,894.51	B / 5	\$33,084.62	B / 6	\$48,951.00	\$48,951.00	F - EL	\$4,689.46
Smith, J	M / 6	\$53,785.71	M / 7	\$54,237.36	M / 6	\$36,197.80	M / 7	\$58,059.00	\$58,059.00	F - EL	\$4,273.29
Smith, M (step 23)	M / 22	\$74,450.55	M / 24	\$79,649.45	M / 23	\$50,636.26	M / 20	\$79,160.00	\$79,649.45	F - HS	\$5,198.90
Thom	B+8 / 14	\$55,726.37	B+8 / 15	\$61,678.02	B+8 / 14	\$41,293.41	B+8 / 14	\$61,043.00	\$61,678.02	F - HS	\$5,951.65
Wheatley	M / 9	\$58,128.57	M / 10	\$59,267.03	M / 9	\$38,746.15	M / 10	\$62,448.00	\$62,448.00	F - EL	\$4,319.43
Wu, S - new @ Step 4.5	M / 4.5	\$52,328.02	M / 4	\$49,635.16	M / 3	\$33,650.55	M / 4	\$53,324.00	\$53,324.00	F - EL	\$995.98
Estimated Total on Home Salary System		\$2,069,216.48									
Estimated Total on Highest Salary System									\$2,257,978.26		
Estimated Salary Difference Incentive											\$188,761.78
										Check	\$188,761.78
Smithton total teaching staff		37									
Less part-time		0									
Smithton full-time teaching staff		37									
Estimated Full-Time Administration		2									
Estimated total Full-Time Certified Staff		39									

# TABLE: 22 FREEBURG HIGH SCHOOL

<b>ESTIMATED Salary Difference Incentive - July 2018 Revision</b>											
<b>St Libory Cons SD 30 / Freeburg CCSD 70 / Smithton CCSD 130 / Freeburg CHSD 77</b>											
<b>Consolidation into Unit District</b>											
<b>The below are estimates only. Final incentives will change based on the salary schedule differences at the time of the reorganization.</b>											
Comparison of Freeburg HS staff											
St Libory schedule starts with Step 0; Freeburg EL, Smithton, & Freeburg HS salary schedules start with Step 1											
Smithton salary schedule granted half step over previous placement for both the 2016-17 and 2017-18 school years											
Freeburg EL takes TRS out of salary listed on schedule; St Libory, Smithton, & Freeburg HS pay TRS on top of salary schedule salary											
	2017-18	2017-18			2017-18	2017-18	2017-18	2017-18			
	Freeburg HS	Freeburg HS	2017-18 St	2017-18 St	Freeburg EL	Freeburg EL	Smithton	Smithton		Highest	Individual
Name	Step	Salary	Libory Step	Libory Salary	Step	Salary	Step	Salary	Highest Salary	District	Difference
<b>Freeburg HS Staff</b>											
Adrian, C	M+24 / 20	\$87,035.16	M / 19	\$47,237.36	M+24 / 20	\$82,497.00	M+24 / 19	\$73,398.90	\$87,035.16	F - HS	\$0.00
Asher, E	M+24 / 10	\$64,762.64	M / 9	\$38,746.15	M+24 / 10	\$65,785.00	M+24 / 9	\$61,213.19	\$65,785.00	F - EL	\$1,022.36
Barthelemy, M	M / 11	\$61,045.05	M / 10	\$39,595.60	M / 11	\$64,418.00	M / 10	\$59,574.73	\$64,418.00	F - EL	\$3,372.95
Biver, M	M+24 / 15	\$75,076.92	M / 14	\$42,992.31	M+24 / 15	\$74,034.00	M+24 / 14	\$67,237.36	\$75,076.92	F - HS	\$0.00
Bonsall, J	M / 4	\$49,635.16	M / 3	\$33,650.55	M / 4	\$53,324.00	M / 3	\$50,137.36	\$53,324.00	F - EL	\$3,688.84
Brentlinger, JR	M+8 / 11	\$62,875.82	M / 10	\$39,595.60	M+8 / 11	\$65,430.00	M+8 / 10	\$60,349.45	\$65,430.00	F - EL	\$2,554.18
Dalke, J (M+6)	M / 15	\$68,706.59	M / 14	\$42,992.31	M / 15	\$70,697.00	M / 14	\$64,152.75	\$70,697.00	F - EL	\$1,990.41
Etter, M	M+24 / 23	\$87,035.16	M / 22	\$49,786.81	M+24 / 20	\$82,497.00	M+24 / 22	\$77,537.36	\$87,035.16	F - HS	\$0.00
Fahrner, S	M / 22	\$79,649.45	M / 21	\$48,937.36	M / 20	\$79,160.00	M / 21	\$73,072.53	\$79,649.45	F - HS	\$0.00
Florczyk, C	M / 13	\$64,762.64	M / 12	\$41,293.41	M / 13	\$67,558.00	M / 12	\$61,829.67	\$67,558.00	F - EL	\$2,795.36
Gericke, D	M / 11	\$61,045.05	M / 10	\$39,595.60	M / 11	\$64,418.00	M / 10	\$59,574.73	\$64,418.00	F - EL	\$3,372.95
Haas, D (M+2) - retire	M / 26	\$89,889.29	M / 25	\$52,336.26	M / 20	\$79,160.00	M / 22	\$74,450.55	\$89,889.29	F - HS	\$0.00
Heady, J (B+25) - retire	B+24 / 27	\$89,285.49	B+24 / 26	\$52,602.20	B+24 / 18	\$68,765.00	B+24 / 18	\$64,064.84	\$89,285.49	F - HS	\$0.00
Hoover, T	M / 17	\$72,890.11	M / 16	\$44,690.11	M / 17	\$74,237.00	M / 16	\$66,175.82	\$74,237.00	F - EL	\$1,346.89
Klazynski, J	M+24 / 10	\$64,762.64	M / 9	\$38,746.15	M+24 / 10	\$65,785.00	M+24 / 9	\$61,213.19	\$65,785.00	F - EL	\$1,022.36
Kloess, B	B+24 / 6	\$50,150.55	B+24 / 5	\$34,782.42	B+24 / 6	\$51,475.00	B+24 / 5	\$48,189.01	\$51,475.00	F - EL	\$1,324.45
Laur, M	M / 12	\$62,875.82	M / 11	\$40,443.96	M / 12	\$65,988.00	M / 11	\$60,665.93	\$65,988.00	F - EL	\$3,112.18
McEvilly, P	M / 9	\$57,540.66	M / 8	\$37,896.70	M / 9	\$60,995.00	M / 8	\$56,680.22	\$60,995.00	F - EL	\$3,454.34
McQuiston	B+16 / 8	\$51,654.95	B+16 / 7	\$35,915.38	B+16 / 8	\$53,239.00	B+16 / 7	\$49,625.27	\$53,239.00	F - EL	\$1,584.05
Meinert, A (200 days)	M / 9	\$63,934.07	M / 8	\$42,107.45	M / 9	\$67,772.22	M / 8	\$62,978.02	\$67,772.22	F - EL	\$3,838.15
Mitchell	B / 3	\$42,000.00	B / 2	\$30,536.26	B / 3	\$44,749.00	B / 2	\$39,879.12	\$44,749.00	F - EL	\$2,749.00
Modglin	B / 1	\$39,589.01	B / 0	\$28,838.46	B / 1	\$42,250.00	B / 1	\$38,418.68	\$42,250.00	F - EL	\$2,660.99
Morgan, A	M+24 / 17	\$79,649.45	M / 16	\$44,690.11	M+24 / 17	\$77,573.00	M+24 / 16	\$69,261.54	\$79,649.45	F - HS	\$0.00
Mueller, K	M+24 / 12	\$68,706.59	M / 11	\$40,443.96	M+24 / 12	\$69,324.00	M+24 / 11	\$63,751.65	\$69,324.00	F - EL	\$617.41
Mueller, M	M+24 / 19	\$84,500.00	M / 18	\$46,389.01	M+24 / 19	\$80,820.00	M+24 / 18	\$72,018.68	\$84,500.00	F - HS	\$0.00
Mueth, B	M+8 / 10	\$61,045.05	M / 9	\$38,746.15	M+8 / 10	\$63,460.00	M+8 / 9	\$58,902.20	\$63,460.00	F - EL	\$2,414.95
Neighbors, E	M / 6	\$52,657.14	M / 5	\$35,349.45	M / 6	\$56,597.00	M / 5	\$53,058.24	\$56,597.00	F - EL	\$3,939.86
Nipper, S	M+24 / 9	\$62,875.82	M / 8	\$37,896.70	M+24 / 9	\$64,322.00	M+24 / 8	\$59,764.84	\$64,322.00	F - EL	\$1,446.18
Overbey	M+24 / 13	\$70,767.03	M / 12	\$41,293.41	M+24 / 13	\$70,894.00	M+24 / 12	\$64,913.19	\$70,894.00	F - EL	\$126.97
Rushing, N	M / 8	\$55,864.84	M / 7	\$37,047.25	M / 8	\$59,522.00	M / 7	\$55,232.97	\$59,522.00	F - EL	\$3,657.16
Scheid, H	M+24 / 21	\$87,035.16	M / 20	\$48,086.81	M+24 / 20	\$82,497.00	M+24 / 20	\$74,780.22	\$87,035.16	F - HS	\$0.00
Stuart, A	B / 13	\$56,443.96	B / 12	\$39,029.67	B / 12	\$57,382.00	B / 12	\$52,673.63	\$57,382.00	F - EL	\$938.04
Stuart, R	M / 14	\$66,705.49	M / 13	\$42,142.86	M / 14	\$69,128.00	M / 13	\$62,991.21	\$69,128.00	F - EL	\$2,422.51
Tedford, J (M+52)	M+24 / 17	\$79,649.45	M / 16	\$44,690.11	M+24 / 17	\$77,573.00	M+24 / 16	\$69,261.54	\$79,649.45	F - HS	\$0.00
Thompson, A	B / 10	\$51,654.95	B / 9	\$36,481.32	B / 10	\$54,162.00	B / 9	\$49,632.97	\$54,162.00	F - EL	\$2,507.05
Wesbecher, N	M+24 / 23	\$87,035.16	M / 22	\$49,786.81	M+24 / 20	\$82,497.00	M+24 / 22	\$77,537.36	\$87,035.16	F - HS	\$0.00
Wessel, M	M / 9	\$57,540.66	M / 8	\$37,896.70	M / 9	\$60,995.00	M / 8	\$56,680.22	\$60,995.00	F - EL	\$3,454.34
Wittenauer, R	M / 11	\$61,045.05	M / 10	\$39,595.60	M / 11	\$64,418.00	M / 10	\$59,574.73	\$64,418.00	F - EL	\$3,372.95
Wojtkowski, V (M+26) -rtmt	M+24 / 23	\$108,378.52	M / 22	\$49,786.81	M+24 / 20	\$82,497.00	M+24 / 22	\$77,537.36	\$108,378.52	F - HS	\$0.00
Wondolowski, M	M / 13	\$64,762.64	M / 12	\$41,293.41	M / 13	\$67,558.00	M / 12	\$61,829.67	\$67,558.00	F - EL	\$2,795.36
Young, J (200 days)	M / 9	\$63,934.07	M / 8	\$42,107.45	M / 9	\$67,772.22	M / 8	\$62,978.02	\$67,772.22	F - EL	\$3,838.15
Zerial, D	M / 12	\$62,875.82	M / 11	\$40,443.96	M / 12	\$65,988.00	M / 11	\$60,665.93	\$65,988.00	F - EL	\$3,112.18
Estimated Total on Home Salary System		\$2,829,329.12									
Estimated Total on Highest Salary System									\$2,903,861.65		
Estimated Salary Difference Incentive											\$74,532.53
										Check	\$74,532.53
Freeburg HS total teaching staff		42									
Less part-time		0									
Freeburg HS full-time teaching staff		42									
Estimated Full-Time Administration		4									
Estimated total Full-Time Certified Staff		46									

**TABLE: 23 \$4,000 PER CERTIFIED STAFF**

ESTIMATED \$4,000 per Certified Staff Incentive						
St Libory Cons SD 30 / Freeburg CCSD 70 / Smithton CCSD 130 / Freeburg CHSD 77						
Consolidation into Unit District						
The below are estimates only. Final incentives will change based on the number of qualified staff employed by the reorganized district(s).						
				# Certified	Certified	Grand
	District	Enrollment*	RCDT Code	Staff	Staff	Total
	St Libory Cons SD 30	87	50-082-0300-03	8		
	Freeburg CCSD 70	771	50-082-0700-04	50		
	Smithton CCSD 130	518	50-082-1300-04	39		
	Freeburg CHSD 77	661	50-082-0770-16	46		
		2,037		143	\$572,000 <sup>a</sup>	\$1,716,000
\$4,000 per Certified Staff Incentive is payable 1, 2, or 3 years based on the reorganized district's rank in EAV/Pupil and ADA.						
Payment(s) start after the first complete year of reorganization and are flexible from year to year depending on the number of qualified staff.						
Actual incentive is based on the number of full-time, certified (licensed) staff employed in the reorganized district.						
Estimate is the number of full-time teachers from information submitted by districts for the Salary Incentive estimates plus the number of full-time administrators from ISBE's Employment Information System (EIS) for the 2016-17 school year.						
No annexing or resulting district shall be entitled to this payment unless such district acquires at least 30% of the ADA of the district being annexed.						
<sup>a</sup> Based on estimated rank in EAV/Pupil and ADA, this reorganization estimated to receive incentive payment(s) for 3 years.						
143 x \$4,000						
NOTE: Above estimates assume staffing levels of new district to be the same as the combined staffing levels of the original districts.						
The estimates do not take into account potential increase or decrease of staff levels due to the reorganization.						
*Total number of students - based on 2016-17 school year Fall Enrollment Counts						

### TABLE: 24 QUINTILE RANKS

<b>ESTIMATED Quintile Ranks for \$4,000 per Certified Staff Incentive</b>						
<b>St Libory Cons SD 30 / Freeburg CCSD 70 / Smithton CCSD 130 / Freeburg CHSD 77</b>						
<b>Consolidation into Unit District</b>						
<b>The below are estimates only. Final incentive will change based on the applicable data for computing quartile ranks used at the time of the reorganization.</b>						
2015 EAV from FY 18 EBF and 2016-17 ADA -- high school district EAV used as EAV for unit district						
Estimated EAV / Pupil = \$252,529,972 / 1,977.06 = \$127,730 = 3rd Quintile						
Estimated ADA = 1,977.06 = 2nd Quintile						
<u>Unit School Districts</u>						
<u>Quintile</u>	<u>EAV / Pupil</u>			<u>ADA</u>		
1st	\$166,269 and above			2,218.97 and above		
2nd	\$131,066 to \$164,975			1,031.22 to 2,210.42		
3rd	\$106,346 to \$130,953			634.27 to 1,029.52		
4th	\$82,156 to \$106,254			399.06 to 630.45		
5th	\$81,815 and below			395.18 and below		
	<u>Reorganized District's Rank in EAV / Pupil by Quintile</u>			<u>Reorganized District's Rank in ADA by Quintile</u>		
						<u>3rd/4th/5th</u>
				<u>1st Quintile</u>	<u>2nd Quintile</u>	<u>Quintile</u>
		1st Quintile		1 Year	1 Year	1 Year
		2nd Quintile		1 Year	2 Years	2 Years
		3rd Quintile		2 Years	3 Years	3 Years
		4th Quintile		2 Years	3 Years	3 Years
		5th Quintile		2 Years	3 Years	3 Years
<b>Incentive <i>estimated</i> payable for 3 Years.</b>						

**TABLE: 25 SUMMARY OF INCENTIVE PAYMENTS**

ESTIMATED Summary of Incentive Payments						
St Libory Cons SD 30 / Freeburg CCSD 70 / Smithton CCSD 130 / Freeburg CHSD 77						
Consolidation into Unit District						
The below are estimates only. Final incentives will change based on the actual information at the time of final calculation.						
St Libory Cons SD 30						
Freeburg CCSD 70						
Smithton CCSD 130						
Freeburg CHSD 77						
						4 Year
		Year 1	Year 2	Year 3	Year 4	Total
EBF Difference Incentive		See Note Below				
Deficit Fund Balance Incentive		\$0	\$0	\$0	\$0	\$0
Salary Difference Incentive		\$495,509	\$495,509	\$495,509	\$495,509	\$1,982,036
\$4,000 per Certified Staff Incentive		\$0	\$572,000	\$572,000	\$572,000	\$1,716,000
<b>Total</b>		<b>\$495,509</b>	<b>\$1,067,509</b>	<b>\$1,067,509</b>	<b>\$1,067,509</b>	<b>\$3,698,036</b>
NOTE: All payments of Reorganization Incentives subject to yearly adequate appropriations by the General Assembly -- less than full appropriations would result in proration of incentive payments						
NOTE: Estimates for the Evidence-Based Funding (EBF) Difference Incentive unable to be calculated at this time.						

## REVENUE AND EXPENDITURE REVIEW

The revenue and expenditures of each of the school districts were examined to determine the present fiscal functional capacity related to deficit or non-deficit operational status. It is important to note that in the process of fiscal planning it is not unusual for a school district to enter into deficit spending. When a district is committed to providing the highest quality education for all students it may require the utilization of surplus funds to provide for their programs.

**TABLE 26 PRESENT REVENUE/EXPENDITURE SUMMARY JULY 2017**

<b>REVENUE/EXPENDITURE SUMMARY JULY 2017</b>				
<b>St. Libory CCSD #30</b>				
July	Ed Fund	O/M Fund	Trans	Working Cash
REVENUE	653,500	65,550	37,400	6405
EXPENDITURE	571,837	60,550	63,600	0
EXCESS/OVER	81,663	5,000	-26,200	6,405
<b>Smithton CCSD # 130</b>				
July	Ed Fund	O/M Fund	Trans	Working Cash
REVENUE	3,405,199	304,074	147,043	47,256
EXPENDITURE	3,617,974	301,750	191,850	0
EXCESS/OVER	-212,775	2,324	-44,807	47,256
<b>Freeburg CCSD #70</b>				
July	Ed Fund	O/M Fund	Trans	Working Cash
REVENUE	4,437,801	768,451	400,954	89,938
EXPENDITURE	5,094,134	759,074	466,499	0
EXCESS/OVER	-656,333	9,377	-65,545	89,938
<b>Freeburg HSD #77</b>				
July	Ed Fund	O/M Fund	Trans	Working Cash
REVENUE	5,874,760	832,842	403,528	132,363
EXPENDITURE	5,674,188	886,730	510,771	0
EXCESS/OVER	200,572	-53,888	-107,243	132,363
<b>TOTALS ALL DISTRICTS</b>				
July	Ed Fund	O/M Fund	Trans	Working Cash
REVENUE	14,371,260	1,970,917	988,925	275,962
EXPENDITURE	14,958,133	2,008,104	1,232,720	0
EXCESS/OVER	-586,873	-37,187	-243,795	275,962

**TABLE 27 PROJECTED REV/EXPENDITURE SUMMARY JULY 2022**

<b>REVENUE/EXPENDITURE SUMMARY JULY 2022</b>				
<b>St. Libory CCSD #30</b>				
July	Ed Fund	O/M Fund	Trans	Working Cash
REVENUE	686,175	68,828	39,270	6,725
EXPENDITURE	606,147	64,183	67,416	0
EXCESS/OVER	80,028	4,645	-28,146	6,725
<b>Smithton CCSD # 130</b>				
July	Ed Fund	O/M Fund	Trans	Working Cash
REVENUE	3,745,719	334,481	161,747	51,982
EXPENDITURE	3,762,693	322,873	205,280	0
EXCESS/OVER	-16,974	11,609	-43,533	51,982
<b>Freeburg CCSD #70</b>				
July	Ed Fund	O/M Fund	Trans	Working Cash
REVENUE	5,236,605	906,772	473,126	106,127
EXPENDITURE	5,297,899	812,209	499,154	0
EXCESS/OVER	-61,294	94,563	-26,028	106,127
<b>Freeburg HSD #77</b>				
July	Ed Fund	O/M Fund	Trans	Working Cash
REVENUE	6,932,217	982,754	476,163	156,188
EXPENDITURE	5,901,156	922,199	531,202	0
EXCESS/OVER	1,031,061	60,554	-55,039	156,188
<b>TOTALS ALL DISTRICTS</b>				
July	Ed Fund	O/M Fund	Trans	Working Cash
REVENUE	16,600,716	2,292,834	1,150,306	321,022
EXPENDITURE	15,567,895	2,121,464	1,303,051	0
EXCESS/OVER	1,032,821	171,370	-152,746	321,022



The following assumptions were made in consideration of the projected revenues and expenditures:

1. Generally, a 3% inflation factor is used in projecting 2018-2019 through 2021-2022 revenues and expense. However, due to recent change to the Evidence Based Funding model it is difficult to predict the increase in state dollars to the budget.
2. A 1.15 increase was added for local sources and a 1.04% increase in expenditures was considered.
3. A significant consideration is the vigilant awareness of the district's adequacy targets under the new EBF Model.
4. The projected revenue assumes no significant changes in equalized assessed valuation.
5. The projected revenue assumes a modest increase in student enrollment.
6. Local, state, national and international economic situations are volatile, causing these projections to be broad estimates useful for discussion purposes.
7. The incentive revenue calculations would be added to the revenue for the years following the official reorganization of the districts into a single operational unit. Please note that the new revenue is only for four years and that additional expenditures related to salaries will be the sole responsibility of the new district following the final year of incentive revenue.

		Year 1	Year 2	Year 3	Year 4	4 Year Total
EBF Difference Incentive		See Note Below				
Deficit Fund Balance Incentive		\$0	\$0	\$0	\$0	\$0
Salary Difference Incentive		\$495,509	\$495,509	\$495,509	\$495,509	\$1,982,036
\$4,000 per Certified Staff Incentive		\$0	\$572,000	\$572,000	\$572,000	\$1,716,000
<b>Total</b>		<b>\$495,509</b>	<b>\$1,067,509</b>	<b>\$1,067,509</b>	<b>\$1,067,509</b>	<b>\$3,698,036</b>

It is difficult to make fiscal projections presently in Illinois due to the inconsistent allocations of new dollars by the legislature. We offer another scenario to assist with the fiscal projections of a new district based on limited growth in state and local funding but with the inclusion of State Incentive dollars. Please note that the districts in this study are not subject to the Property Tax Extension Limitation Law.

**TABLE 28 PROJECTED REVENUE AND EXPENDITURE ESTIMATES 2017-18 TO 2023-24**

PROJECTED FISCAL ESTIMATES FOR THE NEW DISTRICT									
FISCAL YEARS	ESTIMATED TOTAL LOCAL REVENUE	ESTIMATED TOTAL STATE REVENUE	ESTIMATED FEDERAL REVENUE	ESTIMATED STATE INCENTIVE	ESTIMATED TOTAL REVENUE	ESTIMATED TOTAL EXPENDITURES	EXCESS / UNDER	ESTIMATED EAV	ESTIMATED TAX RATE
2017-2018 EXISTING	14,371,000	3,879,000	993,000	0	19,243,000	19,972,000	-729,000	274,350,000	
2018-2019 EXISTING	15,036,840	3,956,580	1,007,895	0	20,001,315	20,357,500	-356,185	275,400,000	5.46
2019-2020 NEW DIST.	15,337,577	4,035,712	1,023,013	495,509	20,891,811	21,345,955	-454,144	280,908,000	5.46
2020-2021 NEW DIST.	15,644,328	4,116,426	1,038,359	1,067,509	21,866,622	20,919,036	947,586	286,526,160	5.46
2021-2022 NEW DIST.	15,957,215	4,198,754	1,053,934	1,067,509	22,277,412	21,128,226	1,149,186	292,256,683	5.46
2022-2023 NEW DIST.	16,276,359	4,282,729	1,069,743	1,067,509	22,696,341	21,339,509	1,356,832	298,101,817	5.46
2023-2024 NEW DIST.	16,601,886	4,368,384	1,085,789	0	22,056,060	21,552,904	503,156	304,063,853	5.46

•  
Please note the projections in Table 28 are based on the following assumptions:

1. The general estimations used the baseline data from the 2017-2018 fiscal year.
2. It assumes that a new district is formed beginning with the 2019-2020 academic school year.
3. The EAV is calculated to increase at a rate of 2% per year.
4. The total expenditures are projected to increase at 1% per year.
5. The estimated local tax rate is estimated at \$5.46
6. The state revenue will show minimal increases under the EBF model.
7. The federal funds are projected to increase at 1.5% per year.
8. It assumes that staffing positions will be reduced beginning with the 2020-21 academic year.
9. The state incentive revenue is added beginning with the 2019-2020 fiscal year and provides additional revenue through 2022-23.
10. Beginning with the 2023-2024 fiscal year no incentive money will be available to support the budgetary needs of the district.

Once again, I must caution that after the fourth year this revenue will no longer be available. It is important not to establish a reliance on these dollars. Budget wisely and utilize the incentive revenue in a manner that it will assure the success of the new district.

## **FINANCIAL CONCLUSIONS:**

The financial projections for each of the four school districts indicate that each district will continue to see increases in the local revenue due to the projected increases in the EAV. It is difficult to predict the revenue from the State. The Evidence Based Funding (EBF) Model provides an excellent equitable format for calculating the distribution of funds to the school districts. However, the formula is dependent on the State Legislature allocating additional funds each year more than the previous funding levels for the EBF model to work.

The expenditures will continue to increase as the school district deal with contract-based salary increases and the inflationary cost of supplies and materials.

Based on the fiscal review it is projected that the reorganization of the school districts into a single unit will provide a more efficient operational platform for the educational programs. Based on the assumptions this projected scenario indicates that the newly organized district could move out of deficit spending beginning with the 2020-2021 academic year.

## **REORGANIZATION RECOMMENDATIONS**

The process of reviewing school districts for potential reorganization and consolidation can be a challenging as well as an emotional pursuit. The review of the possible merger of the four school districts into a single unit district was the direction given for this study. Information to support this study was solicited and gleaned from each of the districts involved, as well as from the Regional Office of Education and the Illinois State Board of Education. A community meeting was held to determine the attitude of the public and to respond to questions related to the possible reorganization effort. Special thanks are extended to the Boards of Education, the Administration, the staff of the schools involved in the study, the Illinois State Board of Education, and the Regional Office of Education.

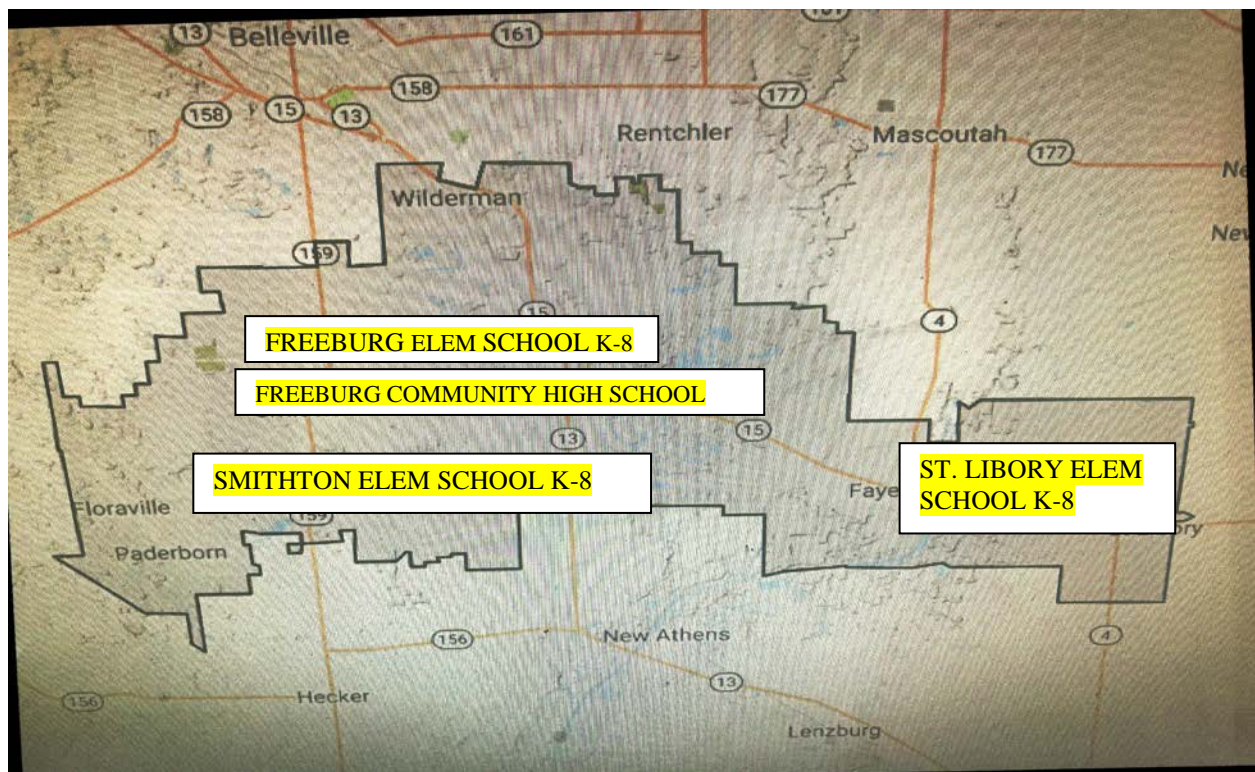
It should be noted that the establishment of a new school district is an option that can be pursued by a local Board of Education. The Boards must first approve a petition asking permission to pursue the reorganization of the school districts. Approval of the petitions must be received from the Regional Office of Education and ultimately the State Superintendent of Schools. Once the petitions have been approved the Boards of Education can then appoint a “Committee of Ten” who will carefully review the study and establish the public referendum question seeking approval from the registered voters of the districts to establish the reorganized option. The pursuit of a new unit district can also be initiated by a group of individuals who come together as a “Committee of Ten” desiring to reorganize the existing school districts.

The investigators feel very strongly that all four boards of education should engage in a serious review of this feasibility study and if necessary investigate further to gain a clear perspective on the possibilities that reorganization might provide to the districts. It is recommended that the stakeholders of the districts be actively invited to participate in the review and decision-making process of this pursuit.

The consideration for reorganization is prompted by a variety of conditions and issues that affect the school districts and their communities. In this study an effort was made to examine each of the issues and to identify the compelling reasons to investigate the possibility of school district reorganization. The following options are presented for review and consideration:

## Option 1:

All four districts remain as they presently exist maintaining their individual autonomy as a school district and continue to pursue cooperative programs and efforts to gain maximum efficiency of operation and maximum opportunities for all students. Review the present needs that exist for each school district and seek opportunities through cooperative ventures to meet the identified needs of the districts. This should consist of curricular, extracurricular areas, support functions such as transportation, food service and professional development opportunities for all staff members.



## Administrative Staffing Recommendation:

Retain the present administrative alignment.

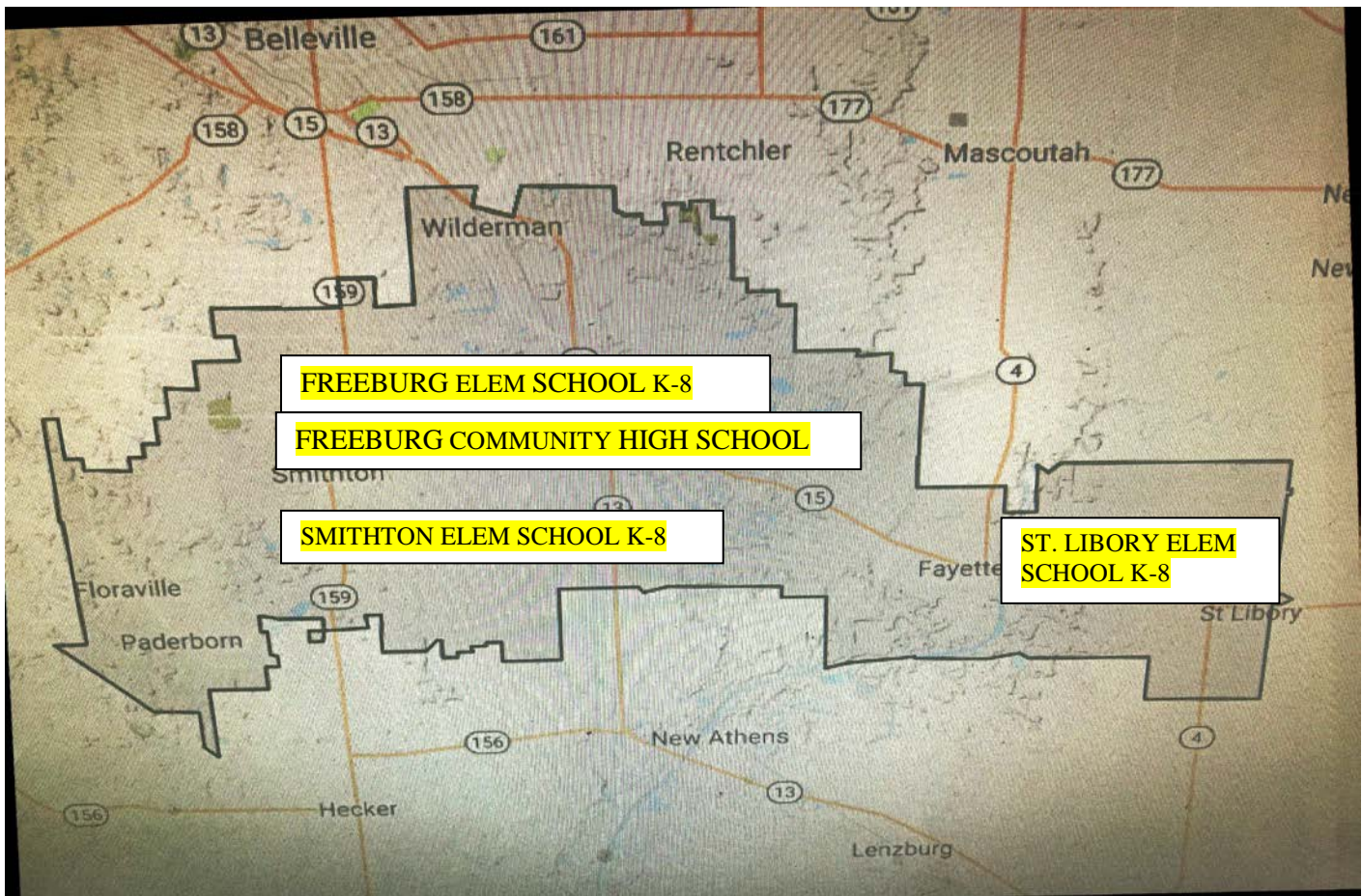


## Option 2:

All four districts form into a new PK-12 Unit District under the administrative authority of one newly elected school board.

St. Libory, Freeburg, and Smithton grade schools will remain K-8 schools.

School boundaries should be adjusted to maximize the utilization of the current facilities of each elementary building.

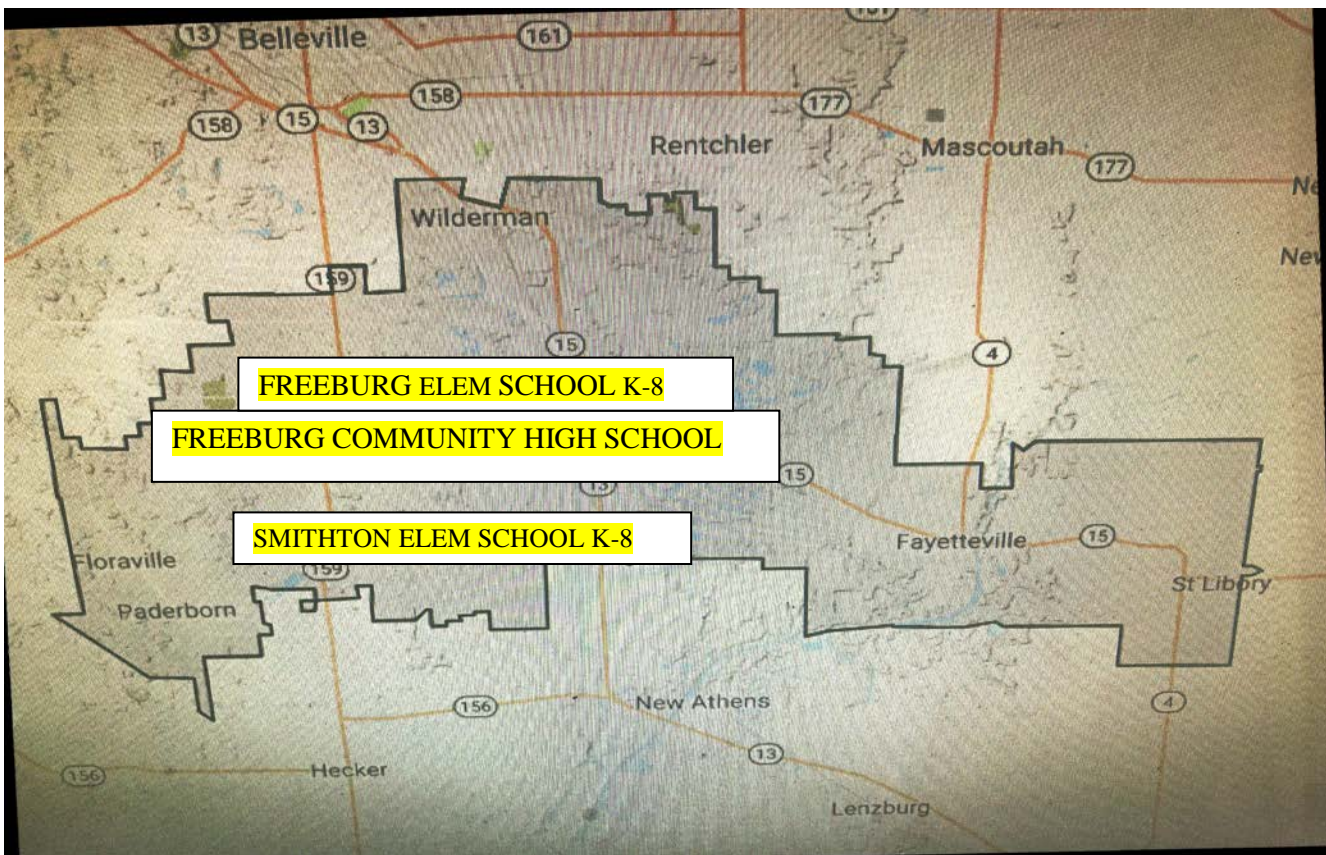


## Administrative Staffing Recommendation:

We recommend the appointment of one District Superintendent with the establishment of an Assistant Superintendent for Curriculum and Personnel. Appoint building principals at Freeburg High, Freeburg Elementary, Smithton Elementary and St. Libory Elementary.

### Option 3:

All four districts form into a new PK-12 Unit District. St. Libory would be closed as a school site. Students from the former St. Libory district will be distributed to the Freeburg and/or Smithton elementary schools. New elementary district boundaries will be established, and student assignments to the elementary schools will be based on the relationship of the student's residence and the location of the elementary school. School boundaries must be adjusted to maximize utilization of the current facilities of each elementary building.



### Administrative Staffing Recommendation:

We recommend the appointment of one District Superintendent with the establishment of an Assistant Superintendent for Curriculum and Personnel. Appoint building principals at Freeburg Community High, Freeburg Elementary, and Smithton Elementary.



## Option 4:

A new Hybrid District is formed. Districts 70, 77 and 130 would form a new Unit District

St. Libory Elementary District 30 would remain its own district and students will continue to attend Freeburg Community High School. Boundaries would be redrawn to maximize the current facilities of Freeburg and Smithton grade schools. This will require the pursuit of the waiver process.

**School boundaries may be adjusted to maximize the current facilities of each elementary building.**



## Administrative Staffing Recommendation:

We recommend the appointment of one District Superintendent with the establishment of an Assistant Superintendent for Curriculum and Personnel. Appoint building principals at Freeburg Community High, Freeburg Elementary, and Smithton Elementary. The option of a Middle School could be established as a component of the new district.



## Option 5:

Please note if St. Libory elects not to participate in any of the options. The remaining three districts could pursue the ISBE Waiver Process. For example: In this study all four of the districts would have to be represented on the petition for legislative reorganization options. However, if only three wishes to pursue a petition, then those three would have to request a waiver. Basically, they would be requesting a waiver out of the “substantially coterminous” requirement, which is what requires all four to be on the petition. If the three districts are successful in waiving out of that requirement, then the three districts could advance a petition and potentially get it to referendum vote (if it gets through all its steps) without including St. Libory.

In this example, Smithton Elementary, Freeburg Elementary, and Freeburg Community High School would each complete the waiver process and file the same waiver. If approved, it would allow them to pursue a referendum question with just the three of them, without St Libory being represented on the petition or at the referendum vote.

The application deadline for the Fall 2018 Waiver Report is Wednesday August 15, 2018. Applications for modifications of the School Code, or for waivers or modifications of the State Board’s administrative rules are *not subject to the postmark deadlines for waivers of the School Code*. However, in all cases approvals for any of these requests must be granted before the request can be implemented.

Please Note: The process for applying for a modification of the School Code, a waiver of State Board rules, or a modification of State Board rules is *the same process as the one* used in applying for a waiver of a School Code mandate

## **STUDY RECOMMENDATION:**

After much consideration and review the investigators of this study recommend that the school districts pursue the reorganization of the four school districts into a newly consolidated unit school district as outlined in **Option #2**. All four districts form into a new PK-12 Unit District

The investigators recommend that each school district after examining the information provided in this study pursue the establishment of a petition asking for authority to conduct a public referendum seeking approval from their constituents to merge the four districts into a single operating PK-12 Unit school district. Once the petition is approved it is recommended that a Committee of Ten be selected and immediately begin working on the development of a referendum plan and the planning for the efficient design and operation of a newly established PK-12 Unit school district.

1. A Committee of Ten would be established to pursue the development and the design of the process to establish a new Consolidated Unit School District including the planning and preparation for the public referendum.
2. The Committee of Ten would work to provide leadership in the establishment of strategies that will be utilized to assist the newly formed Board. Actions taken at this time will be critical to the long-term solvency and integrity of the newly formed school district. The Committee of Ten would need to review thoroughly the financial issues related to the proposed new district. They will be responsible for helping to determine the new tax rate and begin the planning for long term fiscal issues. The new board will be charged with the responsibility of maintaining a balanced and protective interest for all stakeholders of the newly developed district.
3. The boundary for the new Unit School District would be established by combining the present boundaries of Freeburg Elementary District No. 70, Smithton Elementary District No.130, St. Libory Elementary District No. 30 and Freeburg Community High School District No.77.

## **GENERAL QUESTIONS REGARDING CONSOLIDATIONS**

### **1. In general, what is the process for undertaking a school district reorganization?**

**A feasibility study may be conducted to assess options, or data may be gathered less formally by school boards or interested citizens**

- A petition is filed with the appropriate regional office of education
- The regional office publishes notice of a hearing
- A hearing is held to consider the petition
- The regional superintendent decides to approve or deny the petition
- The State Superintendent reviews the information from the local hearing and makes a decision to approve or deny the petition
- If approved, the regional superintendent certifies the public question for the ballot
- Citizens vote

### **2. Who must approve the filing of a petition under Article 11E?**

Section 11E-35 provides that a petition shall be filed with the regional superintendent of schools of the educational service region in which the territory described in the petition or that part of the territory with the greater percentage of equalized assessed valuation is situated.

### **3. Does P.A. 94-1019 change the petition requirements under prior law?**

Only minimally. Under Article 11E, petitions must be signed by at least 50 legal resident voters or 10% of legal resident voters, whichever is less, or approved by the boards of each affected district. These are the same requirements set forth in three of the School Code reorganization articles consolidated into 11E. Unit district formations under the prior Article 11A had the same requirements, but also required the signature of 200 voters in the territory if the petition was not approved by the boards. While the 200-voter signature requirement was not carried over to Article 11E for consistency purposes, this is not a

substantial change. Any unit district formation involving four districts will automatically meet the 200-voter signature requirement, and ISBE had not found the 200-voter signature requirement to be an impediment to getting a petition on the ballot.

#### **4. What must be included on a petition?**

- a. A request to submit the proposition at a regular scheduled election
- b. A description of the territory comprising the districts proposed to be dissolved and those to be created
- c. The maximum tax rates for various purposes which the proposed district(s) shall be authorized to levy, with PTELL information if necessary
- d. Allocation of supplementary State deficit difference payments among proposed districts
- e. Division of assets and liabilities
- f. If desired, a request to elect school board members at the same election by separate ballot
- g. If desired, a request that board members for a unit district (other than a partial elementary unit district) be elected by school board districts rather than at large
- h. If desired, a request to submit the format for the election of a new high school board as part of a unit to dual conversion proposition
- i. If desired, a request to submit a proposition by separate ballot for authority to issue bonds
- j. A designation of a committee of ten of the petitioners (Committee of Ten)

#### **5. How are tax rates for the proposed district specified on the petition?**

Section 11E-80 distinguishes formation of a district subject to PTELL from a district not subject to PTELL.

***Proposed district not subject to PTELL:***

A non-PTELL district, other than a partial elementary unit district ("hybrid district") must include in the petition:

- A. The maximum rates for educational, operations and maintenance, and pupil transportation purposes, subject to the rate limitations in Sections 17-2 and 17-3; and
- B. If the new district wants to secure authority to levy other taxes above the permissive rates, then those maximum rates must also be included. For example, such additional levies might be needed for special education, leasing of educational facilities or computer technology, capital improvement, and fire prevention and safety.

Where a partial elementary unit district ("hybrid district") not subject to PTELL will be formed, Section 11E-90(b) or 11E-95(b) provides the necessary purposes and tax rate information. Generally, the petition must include:

- A. The maximum rates for both K-8 and 9-12 educational, operations and maintenance, and special education purposes;
- B. The maximum rate for pupil transportation purposes; and
- C. If the new district wants to secure authority to levy other taxes above the permissive rates for unit districts, then those maximum rates must also be included.

**6. What is the Committee of Ten? Who is usually included, and how does it operate?**

A committee of ten of the petitioners will be designated in the petition. The Committee of Ten acts as attorney in fact for all petitioners, may amend the petition in all respects (with exceptions for increasing or decreasing territory in a unit district formation), and may make binding stipulations on behalf of all petitioners as to any question with respect to the petition. While the Committee of Ten technically doesn't come into existence until designated in the petition, the reality is most committees form prior to the petition to work on the items needed in the petition. That committee then becomes the "Committee of Ten"

when it is formally designated in the petition. It is the duty of the petitioners to complete the items required in the petition. As representatives of all the petitioners, this duty usually falls to the Committee of Ten. Also, most parents/taxpayers will want to know additional information regarding the proposed new district(s) such as: curriculum, extra-curricular offering, facility usage, transportation issues, etc. Most Committees of Ten also formulate plans for the new district(s) in these areas for presentation at the local hearing and community and board meetings. Committees of Ten often form sub-committee work groups to develop these plans as well as the information required for the petition. Usually, one or two members from the Committee of Ten serve on each sub-committee work group along with additional community members.

**7. What districts have the right to be notified of and vote on a school district reorganization?**

“Affected districts” have the right to be notified of and vote on the reorganization.

Section 11E-10 defines “affected district” as:

Any school district with territory included in a petition for reorganization under this Article that encompasses (i) 25% or more of the total land area of the district, (ii) more than 8% of the student enrollment of the district, or (iii) more than 8% of the equalized assessed valuation of the district.

**8. What notices must be given when a petition is filed?**

Section 11E-40 states that upon filing of the petition, the regional superintendent shall cause a copy of the petition to be given to each school board of the affected districts and to the regional superintendent of any other educational service region in which territory described in the petition is situated. The regional superintendent also must publish notice at least once each week for 3 successive weeks in at least one newspaper of general circulation in the area. The notice shall state when and to whom the petition was presented,

the prayer of the petition, descriptions of the territories proposed to be dissolved and created, and the day on which the hearing shall be held. If applicable, at the same election but by separate ballots, the notice also must include the proposition to elect school board members and any proposition to issue bonds, including the amount and purpose.

**9. What are the hearing requirements? Who conducts it and how is it conducted?**

No more than 15 days after the last date on which notice was published, the regional Superintendent with whom the petition is required to be filed shall hold a hearing. Prior to the hearing, the Committee of Ten shall submit maps showing the districts involved and other pertinent information. The regional superintendent shall allow for public testimony on the action proposed in the petition. Any regional superintendent entitled to notice and any resident or representative of a school district in which any territory described in the petition is situated may appear in person or through an attorney to provide oral or written testimony or both. The regional superintendent must arrange for a written transcript of the hearing. The regional superintendent shall allow for public testimony and shall present or arrange to have presented the following:

- Evidence as to the school needs and conditions of the affected districts and in the area Adjacent thereto
- Evidence with respect to the ability of the proposed district(s) to meet ISBE recognition standards
- A consideration of the division of funds and assets
- A description of the maximum tax rates and if applicable, the specifications related to PTELL



**10. Who must approve the petition prior to it being placed on the ballot? Can these decisions be challenged in court?**

Within 14 days after the conclusion of the hearing, the regional superintendent must approve or deny the petition through a written order. Failure to act within 14 days shall be deemed a

Denial. The regional superintendent shall submit the decision and all evidence to the State Superintendent of Education. The State Superintendent shall review the petition, the record of the hearing, and the written order (if any). Within 21 days after the receipt of the regional superintendent's decision, the State Superintendent shall approve or deny the petition through a written order. If denied, the State Superintendent shall set forth in writing the basis for denial. The decision of the State Superintendent is a final administrative decision subject to the Administrative Review Law. Any resident of any territory described in the petition that appears in support of or opposition to the petition at the hearing or any petitioner or any school board of any district in which territory described in the petition is situated may, within 35 days after receipt of the decision by certified mail, appeal.

**11. Does P.A. 94-1019 eliminate the role for the Regional Board of School Trustees?**

The regional board of school trustees does not play a role in the reorganization types included in Article 11E. It is only involved in detachments and dissolutions under Article 7. P.A. 94-1019 has no impact on its role.

**12. Who is responsible for paying the costs associated with reorganization?**

The petitioners are responsible for paying the costs of notices and transcripts. Some prior reorganization articles required these costs to be split with the regional superintendent, but in Article 11E these costs are placed on the petitioners.

**13. What protections are included in P.A. 94-1019 to ensure viable school districts result from school district reorganizations?**

All reorganizations under Article 11E must be approved by a majority vote in each of the affected districts. In addition, Article 11E has several protections against allowing a reorganization that will not form a viable district. Both the regional superintendent and the State Superintendent must approve the petition before it ever gets on the ballot. During this review, the regional superintendent and State Superintendent must consider the needs of the proposed districts and the surrounding districts and determine whether viable districts will result from the reorganization.

**14. What are the general election procedures under Article 11E?**

Elections are conducted in accordance with the general election law. The regional superintendent is the election authority who orders the elections and certifies the reorganization question, candidates for newly created school boards, and a proposition to issue bonds, if any, to the county clerk for placement on the ballot. When board members are elected for a new district, the regional superintendent calls the organizational meeting and certifies the officers.

**15. What are the passage requirements for a reorganization question?**

For an optional elementary unit district, a majority of the electors voting in the high school district and a majority of the voters in at least one affected elementary district must vote in favor of the proposition. For an elementary district electing to join an optional elementary unit district (opt-in), a majority of the electors voting in that elementary district only is required. In all other cases under Article 11E, a majority of the electors voting at the election in each affected district must vote in favor of the proposition.

**16. If approved, when does the reorganization go into effect?**

The change becomes effective after the time for appeal has run; however, the administration shall not be affected until the July 1 following the date that the school board election is held for the new district(s). The effective date for purposes of administration and attendance may be accelerated or postponed by stipulation and with the approval of the regional superintendent.

**17. What actions can be taken prior to the effective date of the new district?**

After the new board has organized and elected officers, but before the effective date of the reorganization, the new board shall have the following powers if the existing districts so allow by stipulations approved by the regional superintendent:

- Establish a tax levy
- Enter into agreements for depositing and investing funds
- Conduct a search for a superintendent and enter an employment contract
- Conduct a search for other administrators and staff and enter employment contracts
- Engage the services of accountants, architects, attorneys, and other consultants
- Plan for the administrative transition
- Bargain collectively
- Expend funds from the levy and from the existing districts to meet payroll and other essential operating expenses
- Issue bonds under Section 17-2.11 (Fire Prevention & Safety)

**18. What happens to the tenured teaching staff of districts involved in a reorganization?**

Upon the effective date of a school district reorganization, the positions of tenured teachers shall be transferred in accordance with Section 24-12. Tenure is not lost and transferred teachers shall be treated as if they had been employees of the new district during the time

they were employed by the original district. Article 11E also provides specific requirements in the case of a school district conversion or multi-unit conversion. Positions of tenured teachers that, during the 5 school years immediately preceding the effective date of change, were full-time positions in grades 9-12 shall be transferred to control of the school board of the high school or combined high school–unit district. Positions of tenured teachers that, during the 5 years immediately preceding the effective date of change, were full-time positions in K-8 shall be transferred to the control of the school board of the newly created successor elementary district. Positions of tenured teachers that were full-time positions not required to be transferred to either shall be transferred to the control of whichever of the boards the teacher shall request. If neither the original district nor the newly created district can stipulate as to where a position is transferred, the regional superintendent shall make the determination.

**19. When districts combine or consolidate, the teaching staffs tend to have their pay scales equalized by bumping everyone up to the highest-paid district's level. Are there any exemptions for these adjustments from the 6% Teachers' Retirement System (TRS) cap?**

Yes. Newly amended Section 16-158 of the Pension Code (40 ILCS 5/16-158) requires a teacher's same employer to pay TRS the present value of the increase in pension benefits that results from that portion of a salary increase more than 6%.

PLEASE NOTE: The Illinois Senate and House of Representatives have passed a bipartisan budget bill (HB 3342) that Governor Rauner signed into effect on June 4, 2018. Of significance to public school districts is language in the bill that decreases the level of permissible end of career salary increases from 6% to 3% for TRS employees. This means that any annual increase in total reportable creditable earnings in excess of 3% during the four-year period used to calculate an educational employee's retirement annuity (generally the

final four years of employment) will cause the school district to incur a penalty in the form of additional contribution payments to TRS.

**20. Must taxpayers assume the payment of outstanding bonds (long-term debt) of other districts in a consolidation?**

Generally, any long-term debt remains with the taxpayers within the boundary of the previous district that incurred the debt. But, whenever the entire territory of two or more school districts is organized into a unit district, the petition may provide that the entire territory of the new unit district shall assume the bonded indebtedness of the previously existing school districts.

**21. Must taxpayers assume the responsibility for liability payments and other court actions of other districts in a consolidation?**

The responsibility for liability awards and payments resulting from legal litigation after the reorganization of the school districts will become the responsibility of the newly organized district. *GENERALLY, PRIOR LITIGATIONS AGAINST ONE OR MORE OF THE FORMER DISTRICTS WOULD BE THE RESPONSIBILITY OF THE TAXPAYERS OF THE FORMER DISTRICT HELD LEGALLY RESPONSIBLE FOR THE LITIGATION. THE STATUS OF LEGAL LITIGATIONS AGAINST ONE OR MORE OF THE FORMER SCHOOL DISTRICTS SHOULD BE CONFIRMED BY THE AUTHORITIES OR THE LEGAL REPRESENTATION OF THE DISTRICTS ENGAGED IN THE REORGANIZATION.*

**22. How does a school district reorganization impact approved waiver and modifications?**

Newly created districts under Article 11E must apply for waivers and modification regardless of whether any of the former districts had been previously approved.

## **FIRST STEPS AND FURTHER QUESTIONS**

### **1. If a school board is interested in exploring reorganization options, what are the first steps?**

The following are suggestions only. Since each school district is unique, how it first explores reorganization options will vary. A school board should first assess its own district's situation to discover which option or options would most benefit the district's students, parents, and taxpayers. Inquiry letters could then be sent out to neighboring districts to gauge interest in reorganization. Interested districts can discuss reorganization options during board meetings, joint board meetings, community meetings, and/or small group meetings. Interested districts may also apply for Reorganization Feasibility Study funding in order to hire a consultant to report on their specific situation. It is best for a school board exploring reorganization options to continually communicate with its public. A referendum is more likely to be successful with community buy-in. A board should keep its local regional superintendent informed of its discussions and progress.

### **2. If a citizen is interested in exploring reorganization options, what are the first steps?**

The following are suggestions only. Since each school district is unique, how citizens first explore reorganization options will vary. A citizen should assess his own district's situation to discover which option or options would most benefit the district's students, parents, and taxpayers. This could be done by gathering information about curriculum, finances, school buildings, student transportation, extracurricular activities, and the community's' feelings regarding reorganization. Inquiry letters could even be sent out to neighboring districts to gauge interest in reorganization. Citizens may present the information gathered to the local school board. If the citizen drive leads to the filing of a

petition for school district reorganization, all requirements of Article 11E must be met, just as if a school board submitted the petition.

### **3. Who can I contact for further information?**

ISBE provides technical assistance for districts or citizens investigating reorganization options. ISBE can also send staff members to interested communities to discuss these options. Questions on School District Reorganization options and process can be addressed to: Michelle Heninger School Business and Support Services Division Illinois State Board of Education 217/785-8779 [mheninge@isbe.net](mailto:mheninge@isbe.net)

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